

The HATCHET

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George Washington University Washington, D.C. Two Sections

Tuesday, April 25, 1967



THE SMILING MARTYR—A Sigma Chi is the target in the pie throwing contest, one of the events of Derby Day. (more pictures pp. 6 and 7).

Photo by Boykin

Brechner, Moore, Cahill Named to Edit Publications

EDITORS-IN-CHIEF for 1967-68 of GW's three student publications have been announced by the Committee on Publications. Berl Brechner takes over the Hatchet with the issue of May 2, while Linda Moore and Patricia Cahill will head the Cherry Tree and the Potomac, respectively.

Berl Brechner, who succeeds Billie Stablein as editor-in-chief of the Hatchet, is a junior with a 3.5 QPI in his major, journalism. He has served the newspaper for two years, initiating and editing the arts and entertainment section.

A member of the Potomac staff, Old Men, the Press Club, and the humor magazine committee of the Student Council, Brechner has also participated in crew and debate.

Linda Moore, who served as senior section co-editor on the yearbook this year, succeeds Arlene Graner as editor-in-chief.

Miss Moore, a junior, is majoring in international affairs, with a QPI of 2.71. This year's editor of the Student Directory, Miss Moore is a member of Chi Omega, serving as treasurer and Panhellenic representative.

Currently co-editor of the Potomac's poetry section, Patricia Cahill is a junior with a 3.2 QPI, majoring in English literature. She has been active in SERVE, Careerline and Majorline, and is a member of Alpha Theta Nu scholarship honorary.

Brechner has announced that the editorial staff of the Hatchet will consist of the following acting sub-editors: Diana Blackmon, news editor; Hazel Borenstine, features editor; Larry Garfinkel, sports editor; and Paul Wachtel, cultural affairs editor.

Business manager of the 1967-68 Hatchet is David Marwick. Jeffrey Breslaw is advertising manager.

Commenting on the role of the newspaper, Brechner stated, "I hope that through the Hatchet, the University can become more integrated with the affairs of the city that affect the students and the University. The city is a greatly untapped learning experience."

"For the past two years, the Hatchet has been an excellent college newspaper," Brechner continued. "The paper showed how beneficial semi-weekly publication can be in promoting campus communication."

"Hopefully the Hatchet will be able to attract a large enough staff to re-institute semi-weekly publication."

~~~~~ Bulletin ~~~~~

Father Charles Curran was reinstated to his position as a professor by Catholic University officials yesterday afternoon.

Classes at the University were to resume this morning after a three-day boycott by students and faculty. (See Encounter, p. 1)

## D.C. Officials To Rescind G-Street Parking Bans

MR. DAN HANSON, deputy director of the D. C. Bureau of Traffic, told the Hatchet last Friday that the "No Parking 4-6:30 pm" signs on G Street, between 19th and 23d, will be coming down within the next two weeks. The delay is necessary to meet the legal requirements of rescinding the order which put them up, and then giving the statutory ten day public notice.

The announcement came after a meeting between Hanson and Hatchet reporter Alan May last Friday. At that meeting May presented his recent surveys dealing with restricted parking on the GW campus, lot-parking facilities and traffic flows on the campus (Story, pg. 14).

Hanson also agreed to look into the possibility of removing some of the other parking restrictions in the campus area, notably on 21st and 22nd streets, in light of the growing parking crisis.

Hanson and May discussed a proposed master plan for parking and traffic throughout the entire campus area. The ultimate plan will replace the present patchwork of restrictions and parking zoning which has come about by treating complaints and requests individually over a long period of time, said Hanson.

Before making the presentation

to Hanson, May consulted John Cantini, assistant treasurer of GW and the administration official in charge of campus zoning, as well as the officials of the 3d Precinct of the D.C. Police Department. He will present his views to the GW Parking Committee, chaired by Business Manager J. C. Einbinder, at a meeting this week. The Parking Committee will prepare a formal proposal to the D. C. government.

Hanson said he was delighted that someone finally had presented an area study and a proposed area plan for the GW campus. He added this was the first time in his knowledge that anyone from any segment of the GW family had approached the D.C. government on this matter.

He felt that the master-planning approach would vastly improve the situation which has been created by restrictions imposed at the request of local merchants. The only University involvement has been after-the-fact responses dealing with isolated cases, and University zoning requests in individual spots as the need was felt.

Cantini, who worked closely with May on the surveys and plan, expressed his approval of this new approach to solving our parking and traffic problems.

He stated that it was unfortunate that the University could not have done this itself in the past, but pointed out that the understaffing of the treasurer's office, which would handle some of these problems, had precluded the assignment of a staff member to maintain liaison with the police and D.C. government to handle problems as they arise, and to engage in concurrent planning of this type.

He could not comment on whether the administration will now, or in the near future, en-

deavor to take this task upon themselves.

However, Cantini did mention that his office is involved in long-range parking and traffic planning including the possibility of parking facilities above and below the ground.

Some of the shorter-range planning is being undertaken by the Parking Committee composed of faculty, administration and students.

## Council to Hold Referendum on Calendar Change

A REFERENDUM to determine student interest in the institution of a modified semester schedule at GW will be held on Wednesday and Thursday, April 26 and 27, in Woodhull House, between 11 am and 7:30 pm.

Both the Student Council and the University Senate are considering changes in the present academic calendar by which the fall semester begins in mid-September, exams are held in mid-January, and classes end late in May.

The proposed "modified semester" would allow for a three to four day reading period, with the fall exam period ending before Christmas vacation, and spring classes ending in early May.

Charles Ory, chairman of the Calendar Revision Committee of the Student Council, explained, "From here we begin to work together with Georgetown and other area universities. All five schools in the Consortium must accept the plan before it can go into effect."

"I feel unless at least 1,000 people vote in the referendum, the results will be invalid," he continued.



STUDENTS BOYCOTT classes to protest the dismissal of Father Charles Curran at Catholic University.

Photo by Sherman



## Bulletin Board

Wednesday, April 26

GERMAN CLUB will meet for lunch at 11:30 am in Strong Hall. Open to all; bring your own lunch.

UNIVERSITY CHAPEL will be held at 12:10 pm at 1906 H St. NW. Rev. William Moore, associate minister at Cedar Lane Unitarian Church, in Bethesda, will speak on "The Abnormality of Religion."

ALPHA PHIOMERGA, national service fraternity, will hold a compulsory meeting; pledges must be there at 8 pm, brothers at 8:30.

ENGINEERS' AWARDS NIGHT, co-sponsored by the Engineers' Council and the alumni association will be held at 8 pm in Tompkins 200.

INTERNATIONAL Folk Dancing will be held at 8 pm in Bldg. J.

PHILOSOPHY Club will feature William Gerber, lecturer in philosophy at the University of Maryland, speaking on "Mind of India," at 8:30 pm in the Alumni Lounge of Bacon Hall.

GW CHORUS, orchestra and soloists will present Mendelssohn's "Elijah," under the direction of George Steiner, conductor, at 8:30 pm in Lisner Auditorium.

ALPHA KAPPA PSI, national business fraternity, will sponsor Steve Avery of Ferris and Company, who will speak on "Investments in Common Stocks," at 8:45 pm in Mon. 200.

THE FREE UNIVERSITY will meet to discuss a "learn-in," tentatively scheduled for May 3, at 8:30 pm in Woodhull. Open to all.

UNIVERSITY PRESS CLUB elections meeting will be held in library 403, 8:30 pm.

STUDENT COUNCIL will meet at 9 pm on the sixth floor of the library.

Thursday, April 27

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tional medical honorary society, will hold its annual lecture in Hall A of the School of Medicine at 5 pm.

CHRISTIAN SCIENCE Organization will meet at 5:10 pm in Bldg. O.

AMERICAN UNIVERSITY scholarship committee will auction items donated by U. S. senators and representatives at 7:30 pm in Clentenum Gymnasium. Proceeds from the auction will go to the J.F.K. Scholarship fund. "SEX ON CAMPUS" will be the topic of a discussion by Dr. S.O. Schiff, professor of zoology, at 8 pm in Mitchell Hall.

ANTHROPOLOGY CLUB will meet at 8:30, in Govt. 102. Dr. Zilkazi of American U. will speak on "Cultural Change in Africa."

Friday, April 28

WOMEN'S RECREATION Association will sponsor co-ed canoeing at 2:30 pm at Thompson's Boathouse.

MITCHELL HALL will sponsor a TGIF from 8 to 12 pm in Mitchell Hall. Band and beer will be provided. Fifty cents for guys; girls admitted free.

Saturday, April 29

BIG SIS Spring Workshop (compulsory) will be held at Stockton Hall from 9 am to 12. President Elliott will speak. Those Big Sisters who cannot attend should contact Arlyne Katz or Cindy Levin in Superdorm.

ACADEMIC EVALUATION Week will be held this year from May 3-10. During this time, information will be gathered from which the Academic Evaluation to be published in the fall will be compiled.

In order to assure the highest statistical accuracy and objectivity, IBM cards will be used. Each card contains twelve questions concerning the course, plus comments from and information about the student.

The twelve questions deal with the professor's lecture style,

CREW TEAM will race against Richmond Polytechnic Institute at Thompson's Boat Center (Va. Ave. & Rock Creek Parkway) at 2 pm.

Sunday, April 30

DELTA PHI EPSILON foreign service fraternity will initiate 18 new brothers and one honorary faculty member, Dr. Harold Hinton, at 2:30 in Bacon Hall. There will be a reception at 3:30 also in Bacon.

### NOTES

DELTA THETA PHI law fraternity brothers are reminded to return their questionnaires with their summer addresses to keep in touch with the Senate's planned social activities.

PHI ETA SIGMA will hold a meeting for the election of officers on Tuesday, May 2, in room 215 of the Student Union Annex.

NEW OFFICERS of the Inter-Residence Hall Council were installed Wednesday, April 19. Installed were Karen Radius, chairman; Candy Cain, judicial board chairman; Ronne Rogin, program chairman; Carol Miller, secretary; Elena Vigilante, treasurer; and Sandy Goodman, food chairman.

## Publications--from p. 1

## New Editors Selected



Berl Brechner



Linda Moore

"Our theme is that of the 'Urban University,'" she added. "We hope to show the changes involved in a year of transition." Business manager for the Cherry Tree will be John Philip.

According to Miss Cahill, the new editorial staff for the Potomac has not yet been selected.

She added that next year the Potomac will continue its project of maintaining a modern poetry library in room 404 of the University library.

The Spring issue of the Potomac, under this year's editor Roger Snodgrass, will appear in early May, and has been expanded to include 44 pages of prose, poetry, photography and art.



Pat Cahill

## Professor Evaluation Format Revised

by Sharon Niederman

content and presentation, his willingness to help students, the quality of the text, outside readings, exams, and the reason for the student's enrollment. In addition, pertinent questions are asked of the student concerning his status, QPI and major, and he is asked for his opinions about the evaluation.

Each professor is being asked to cooperate with the Evaluation Committee in this survey by giving permission for the IBM cards to be filled out in each class. The Committee will appoint an evaluator in each class who will be

in charge of collecting the information. The IBM cards can be punched out with a pen or pencil and should take approximately five or ten minutes to fill out.

Chairman Steve Selzer stressed the aims of "accuracy, objectivity and fairness" in rendering this service to the University. In the event that a professor refuses to allow the survey, his course will be evaluated by the less precise method of obtaining a cross-section opinion from the students.

Although it is impossible to evaluate every course offered, all

those which are required, special interest courses, the survey courses, and those with the largest enrollment will definitely be included. The Committee has plans to evaluate 270 courses.

In comparison to last year's survey, which only took into account 170 courses, the 1967 edition will be much more complete, thorough, and accurate. The format will also be revised. For example, no letter grade will be assigned to the professor, as this method has been found to be misleading and unfair.

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### THE HATCHET

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**STUDENT UNION**



# Adams Men Decry Search; Bissell Says 'Safety First'

AN EMERGENCY meeting of the Adams Hall Council was held with Dean of Men Paul Bissell Tuesday afternoon, following the third in a series of explosions in which large firecrackers were detonated on doors in Adams Hall.

The third incident occurred early Tuesday morning when an exploding device was placed next to the door of resident director Caesar Gonzmart.

The University had used a fire drill on April 13 to clear the building for a search following the first two explosions, which put small holes at eye-level in two doors. (Hatchet, April 18).

At the Adams Hall Council meeting, Dr. Bissell explained the University's reasons for the search, stating that the primary concern of his and the president's office was the "safety and welfare" of the students. He pointed out that the eye-level explosions could have seriously maimed anyone near them at the time, and his office took the quickest possible action.

Dr. Bissell further stated that the University's action was taken without the use of the police and with a desire to keep the problem within the University.

Dean Bissell showed the Hall Council the fireworks discovered in the search. The pyrotechnics taken included large California skyrockets, 15-pound-thrust booster rocket engines and a quantity of cherry bombs, M-80's and silver salutes, all classified by the D.C. Fire Department as "lethal explosives" and illegal in the District.

Dr. Bissell also urged the Hall Council members to "go back to your floors and settle this once and for all."

Bissell decried the "dangerous

and childish" actions which had occurred in the dorm and promised that "very drastic action will be taken when lives are endangered."

Another facet of the incident was disclosed when the Hatchet learned that two Adams Hall residents, John Rogoff and Marv Ickow, protesting what they termed "misuse of a fire drill," contacted the District Fire Marshall, the District Attorney and the American Civil Liberties Union.

The D.A. was unable to help them, and the ACLU was not available for immediate comment. However, the Fire Marshall's office termed GW's action "clearly illegal" in that it violated the fire regulations for drills which states that individuals could not use "a fire alarm for anything other than evacuation of a building in drills or in case of actual fire."

Rogoff and Ickow complained that the University search was a misuse of a fire drill, as well as improper because the search-

ers were instructed to look for items such as hot plates, irons, and other contraband materials, and went through personal belongings in the course of the search.

The Fire Marshall, in a statement to the Hatchet on Friday, said that an inspector would be sent to the dean of men to investigate whether or not the University violated the fire code. Rogoff and Ickow plan to take further action, should these avenues fail.

Bissell felt that the accusations were unjustified because pyrotechnics, fireworks, hot plates and irons all constitute fire hazards in the dormitory.

Furthermore, Bissell explained that the University could easily have turned the whole matter over to the police, who "would not have been as gentle as the dormitory staff."

The action which his office was obliged to take was demanded, Bissell explained, by the urgency of the situation.



EXPLOSIVES WHICH were confiscated from Adams Hall are displayed on Dean Bissell's desk.

## The City, the Lawyer and His Place

# Law School To Probe City Problems

"HERE IS a university, an entire academic community, in the midst of a city strangled by air and water pollution, housing shortages, transportation nets, crime in the streets, and we go our merry way without ever thinking about these problems. . . ."

This is how one law student expressed the motivation behind the Urban Conference to be held May 1, from 10 am to 1 pm at the GW Law School. Reservations should be obtained by calling 676-6260.

Visiting speakers will participate in four simultaneous discussions to investigate the role of law and the lawyer in the urban community.

In the area of "Civil Rights and Public Order," Ralph Temple, Legal Director of the American Civil Liberties Union; Ferman of the Washington Civilian Review Board; David Bress, U.S. District Attorney; and Professor Richard Allen, Professor of Law

at GW will discuss aspects of the Bill, the Civilian Review Board, recent Supreme Court decisions and their impact on an urban community.

Sitting on a panel designed to investigate various interrelationship of the levels of government in such areas as air and water pollution, and education, and the role of the lawyer in the process are: Norman Breckman, former executive director of the Advisory Committee on Intergovernmental Relations; Sam Humes, executive director of the Washington Council of Metropolitan Governments; Charles Welch, member of the Committee on Air and Water Pollution DuPont & Co.; Mitch Wendell, counselor for the Council of State Government. Mr. Robert Lowenstein, former professor of law at GW with John Stark director of the Joint Committee of Congress moderating.

Student written research papers on the various aspects of urban law will be distributed to the listeners and panel members.

Bob Pirraglia, one of the founders of the Urban Conference, refers to it as "basically a pilot project. Next year we hope to make it city wide, possibly lasting two days," he said.

According to Professor Kuhn, the project is largely a student undertaking which the faculty en-

tered when asked.

One of the things the students and professors hope to gain from the Conference is a better understanding of the "role of law and lawyers in a changing scientific and technological society," said spokesman Bob Pirraglia. As part of a larger academic reform movement, the conference is also expected to indicate ways in which a curriculum can be formed to better prepare the law student for his increasingly complex role.

## South Rhodesian Official to Speak Tonight in Strong

SOUTHERN RHODESIA will be the topic of a presentation by H.J.C. Hooper of the Southern Rhodesian Information Office, tonight at 7 pm in Strong Hall.

The program is the last in a series of cultural affairs sessions sponsored by People-to-People. Mr. Hooper will deliver a brief speech followed by a question-answer session.

Hooper was appointed first secretary of information for the Rhodesian section of the British Embassy in September, 1965. The following February, with the declaration of independence of Southern Rhodesia from Britain, Hooper withdrew from the embassy and took charge of the Southern Rhodesian Information Office in Washington.

Born and educated in South Africa, Hooper moved to Southern Rhodesia where he made informational films for a public relations firm before being appointed to the Embassy in Washington.

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# Ten Seniors Petition for Class Alumni Rep

PETITIONING for alumni representative for the class of 1967 closed last Friday preceding elections on April 26-27, resulting in ten candidates vying for five positions.

February, June and August graduates are eligible to serve a five year terms as representative-liaison of the graduating class, and will probably alternate the chairmanship over the five year period.

Candidates for the five offices are: Robert Detore, Joseph Farina, Sam Gilston, Richard Harrison, Paul Johnson, Mary Lou Lesser, Gary Passmore, Nancy Skon, Allen Snyder and David Speck.

Robert Detore, a June graduate, has served as president of Welling Hall, chairman of the GW Pro Viet Nam Protest Program and a member of the Student Council as a representative from Welling and Mitchell Halls. He has also served as president of SBB.

Detore wants to "keep the most active undergraduates closely in contact in order to stimulate class spirit among the entire class."

Graduating in June, Sam Gilston has been active in the GW Dance Production Group, the Pop Band, and in the YD's as secretary. He has also been a member of the Crawford Hall Dorm Council and the University Committee on Publications and was president of the University Press Club. In addition, he has served as publicity director of the Student Council.

Joseph Farina hopes to see "the establishment of a strong, functioning alumni center and the

development of an alumni directory and newsletter." He has been active in Old Men, the University Crew team, the Adams Hall Dorm Council, and GW's Community Service Coordinating Committee.

He has also worked with WRGW and has been a member Alpha Phi Omega, the Pre-Law Society, ODK, Order of Scarlet, Delta Phi Epsilon, and Sigma Alpha Epsilon. Farina was elected to Who's Who in American Colleges.

Richard Harrison, last year's Student Council president, has been the freshman director of the Student Council, a member of the Order of Scarlet, Alpha Theta Nu, Delta Phi Epsilon, and Phi Eta Sigma.

He has also been chairman of Parent's Weekend, a member of the Student Life Committee, the Alumni Liaison Committee, the Aesculapian Society and was elected to Who's Who in American Colleges.

A member of the Order of Scarlet and Tau Beta Pi, the engineering honorary, Paul Johnson is a member of the Hatchet and WRGW. A June graduate, Johnson has been a member of the Student Council and the Engineer's Council.

Mary Lou Lesser has been a member of the YD's, the Newmann Club, and the Women's varsity basketball team. She has also served as floor representative of Thurston Hall, scholarship advisor of Strong Hall and floor representative of Madison Hall. She will graduate in June.

Gary Passmore will graduate in June, having served as Student Council reporter, editor of the Hatchet Encounter, president of

Calhoun Hall and vice-president, and a member at large of the YD's.

Passmore would like to see "a class gift presented to the school and more prudent use of outstanding alumni as representatives of GW."

A member of Phi Beta Kappa, Mortar Board, Alpha Lambda Delta, and Tassels, Nancy Skon was elected to Who's Who in American Colleges. She has served as Panhellenic president,

president of Sigma Kappa, co-chairman of the Women's Leadership Conference for two years, and on the Student Life Committee and Lifeline. She has been in Delphi and Alpha Theta Nu and was voted outstanding Junior Woman of 1966.

Having served as Editor-in-chief of the Hatchet and president of ODK, Allen Snyder was a member of the Student Liaison Committee, the General Alumni Associations Committee, and the Stu-

dent Life Committee for two years. He was voted Outstanding Junior Man and was elected to Who's Who in American Colleges. He is a member of Phi Sigma Delta.

He feels that, "There should be better class identification while in school to form a basis for later alumni organization."

David Speck has been resident assistant and has been an assistant resident director in the office of the dean of men. He will graduate in June.

## Voting for May King and Queen Heralds Spring Weekend Events

SPRING WEEKEND, May 4 through May 7 and this year described as "A Happening," will feature a May King and Queen elected by the student body, in addition to the weekend's other activities.

Elimination voting for candidate will take place tomorrow and Thursday in the Student Union from noon to 1:30 and 5 to 6 pm on both days. The King and Queen, who will be chosen from the final slate in voting on May 3 and 4, will be presented Friday, May 5 at Spring Concert and will reign over the entire weekend.

Candidates for Queen, all members of Who's Who, are: Marietta Bernot, Laura Campbell, Andrea Foth, Arlene Graner, Diane Lerner, Debi Movitz, Dinny Schulte, Nancy Skon and Susan Yeager.

Candidates for King include: Peter Aborn, Ed Beals, Murry Cohen, Lou Colaguri, Bob Detore, Richard Dressner, Joe Farina, Steve Garfinkel, Rick Harrison, Art Honanyan, Paul Johnson, Tom Metz, Richard Moock, Dennis Nash, Steve Perlo, Tom Rogers, Allen Snyder, Roger Snodgrass, Mel Wahlberg, Paul Walker and Tom Williamson.

The weekend "Happening" begins Thursday, May 4, with the "Raft Debate" in which Dean Van Evera, Professor LeBlanc, and Professor Lavine will be figuratively set adrift at 8 pm in the University Yard behind the library. They will figuratively be given only enough provisions for one to survive and will plead for their existences before the students.

Each professor, representing

natural science, social science and the humanities, respectively, will argue why he feels his survival is vital to mankind.

The "Raft Debate" was organized by Mortar Board, senior women's honorary. According to coordinator of the program Debi Movitz, similar debates have been successful at other campuses and are now annual campus events.

"A Beginning: TGIF" will be held Friday in a location not yet announced. Seniors will be admitted free, in honor of their coming graduation; regular admission will be 50 cents for men, 25 cents for women. The Foggy Bottom Blues Band will entertain.

"A Diversion" consisting of a concert by the Cliftons and comedian Danny Ruslander, will follow the "Beginning." At the concert in Lisner, Friday, at 8:30 pm, RCA Victor will record Ruslander's new album. The Cliftons will sing their hit songs "Sweet Talking Guy" and "He's So Fine." Admission is \$1.50.

On Saturday, May 6, GW will take "A Trip" down the Potomac to Marshall Hall Amusement Park. Cost is 50 cents with Activities Card, \$2.75 without. Price includes all the beer you can drink.

"The Climax" comes on Sunday afternoon with a carnival behind the library. Meal card holders will be treated to lunch, while other students may purchase a box lunch for 50 cents.

### THE CIRCLE THEATRE PROUDLY PRESENTS

Tuesday-Wednesday, April 25-26  
DAS DREIMADERHAUS  
plus  
AREN'T WE WONDERFUL

Thursday, April 27  
THE CAPTAIN FROM COPERNICK  
plus  
CONFESSIONS OF FELIX KRULL

Friday-Monday, April 28 - May 1

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# Law School Committee Asks Liberal Procedure Changes

CHARACTERIZED BY a turnout of close to 200 students, the Law School Evaluation Committee, LSEC, held an open forum Tuesday, April 18. After a month of preparation the LSEC held the forum to explain its proposals to the student body and faculty and hear a discussion of the pros and cons of those proposals.

A panel of six and the chairman of the LSEC, Larry Adlerstein, answered questions and gave their opinions on the recommendations. The panel was composed of Dean Kramer, Dr. Max Pock, and Dr. J. F. Davison, students Joel Caldwell and Larry Elgin, and past president of the SBA at NYU Law School, Mark Cove.

Of those proposals discussed, the most important were: a student faculty committee, course and professor evaluation, reciprocity of other University courses, supplementation of the final exam grade, implementation of the Juris Doctor degree, and the possibility of producing an effective means of allowing students to question their final exam grades.

The proposed student-faculty committee would be composed of four students, three faculty members, and one student chairman. When a suggestion from the floor advised that the students be chosen by the faculty Dean Kramer said, "I strongly oppose faculty voice in choosing students for this committee." It was decided that the three-vote veto given to the faculty members of the proposed committee be voted upon by students in the upcoming SBA elections.

With regard to professor evaluation Dr. Pock suggested that the evaluation be submitted to that teacher and to Dean Kramer alone rather than having it published publicly.

An attempt to supplement final exam grades by giving extra

credit for class participation, a voluntary paper, or a voluntary mid-term was recommended by the LSEC. "By giving this extra credit," Larry Adlerstein said, "a premium is put upon going to class." Surprisingly it was the students who were most adverse to this proposal.

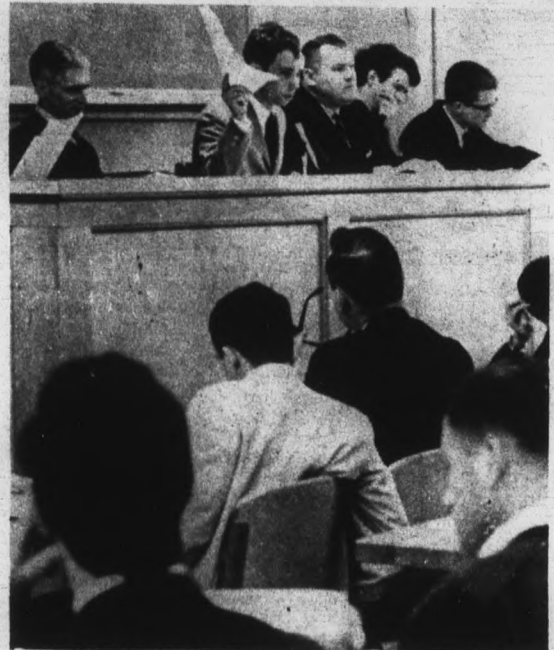
It was generally accepted that a JD degree was approved of by all and that its implementation was merely a matter of technicality and faculty discussion.

Dean Kramer expressed his willingness to try a program in which students might take two or three credits in other graduate departments their senior year. These courses would be in related fields such as political theory or international economics.

Dr. Freedman discussed a method by which students could bring questions about their final exam grades to their professors.

He suggested that the student choose one person from either the faculty or student body, who would then choose another person; the three would then go to the professor and discuss the grade in question. It is now policy to make final grades final except for mathematical errors. A question raised, however, was whether there were enough qualified professors, much less students, who would be able to faithfully question a grade in a course they had not taken nor were familiar with.

All recommendations of the LSEC will be placed on the ballot of the up-coming SBA elections in the form of single referendums. Each student will then vote on each proposal when he goes to elect Student Bar representatives. The elections will be held this Thursday and Friday, April 28 and 29.



THE PANEL of six and the LSEC chairman which led the Law School Forum last Tuesday.

## Student Bar Elections

# Twenty-four Students Vie for Office

TWENTY-FOUR LAW STUDENTS, running on two tickets, the Service Party and the Reform Alliance, will vie for twelve positions on the Student Bar Association in an election which will take place on Thursday and Friday, April 27 and 28, in the main lobby of Stockton Hall.

Jay Dugan (SP) and Dick Gilroy (RA) are seeking the presidency. Dugan, a graduate of Holy Cross College in 1965, has served as SBA bookstore manager in the past. Gilroy has worked as a placement officer and on the SBA Board of Governors, as well as serving as chairman of the SBA Constitutional Committee. He is a Van Vleck finalist.

Craig McCoy (RA) a member of the Legal Aid Society and Delta Theta Phi, will run against Dave Davenport, (SP), for the day vice-presidency. Davenport is a member of Phi Delta Phi,

the Legal Aid Society and the Amicus Curiae and is a graduate of Mount St. Mary's College.

The position of night vice-president will be contested by Al Bass, (RA), a member of the Law Review and SPLA, and Dick Deerin, a Citadel graduate and member of the Legal Aid Society's Urban Conference. Both are members of Delta Phi Theta. Warren Sklar, (SP), running for second year night representative, graduated from Case Institute of Technology in 1966 and faces competition from Terry Newendorp, a Delta Theta Phi and a member of SPLA.

The third year night representative position will be contested by Tom Kiley, (RA), and Jay Wenzel, (SP). Wenzel, a GW 1965 graduate, is a member of Amicus Curiae, Phi Alpha Delta, and placed in the Van Vleck competition. Kiley is a member of both SPLA and Delta Theta Pi.

In the contest for fourth year night representative Dan Clark, (SP), will run against Ted Galanthay, (RA). Galanthay has served as treasurer of SPLA. Clark was the recipient of the Van Vleck Award in 1965 and placed first in the Nathan Burkan Memorial Competition.

Six candidates are vying for the three open positions for third year day representative. They are: Bob Tignor, Larry Adlerstein, and Lorie Strait, representing the Reform Alliance; and, Doug Earle, Bob Boraks, and Bill Duross as the Service Party's candidates.

Tignor works on the Law Review and with the Legal Aid Society. Adlerstein has served as chairman of the Law Evaluation Committee and is a member of the Legal Aid Society. A Van Vleck finalist, Strait is a member of Kappa Beta Pi.

A Michigan State graduate, Alpha Delta.

Earle works on the Law Review and is in Phi Alpha Delta. Boraks is a member of Phi Delta Phi and the Law Review. Sports editor of the Amicus Curiae, Duross graduated from Yale in 1964.

There are also six contestants running for the three open positions as second year day representatives. Rich Resnick, Mike Holloran, and Ronnie Blumenthal will represent the Service Party's position against the Reform Alliance's candidates: Ray Hunter, Marsha Snider and Bruce Hart. Resnick, a Fairleigh Dickinson graduate is a member of Phi Alpha Delta. Blumenthal and Holloran are both GW graduates. Blumenthal is also the winner of the Van Vleck competition.

Hunter, Snider, and Hart have all won Van Vleck competition awards. Hunter is in Delta Theta Phi and Hart is in Phi Alpha Delta.

## Voting Age Poll

STUDENTS FOR BETTER GOVERNMENT will conduct a poll to determine the opinions of undergraduates on what they believe to be the correct voting age and who they feel has the right to regulate this age requirement. The survey will be conducted while voting takes place on the Student Council referendum on April 26-27 in Woodhull House and Tompkins Hall.

This survey is being taken, "In light of the resurgence of interest in state laws which regulate the voting age," stated Paul Nidich of SBG.

The two questions under consideration are: should the legal voting age be: above 21, 21, 20, 19, 18, or below 18; and, should the voting age be set by: the national government, the state government, or undecided.

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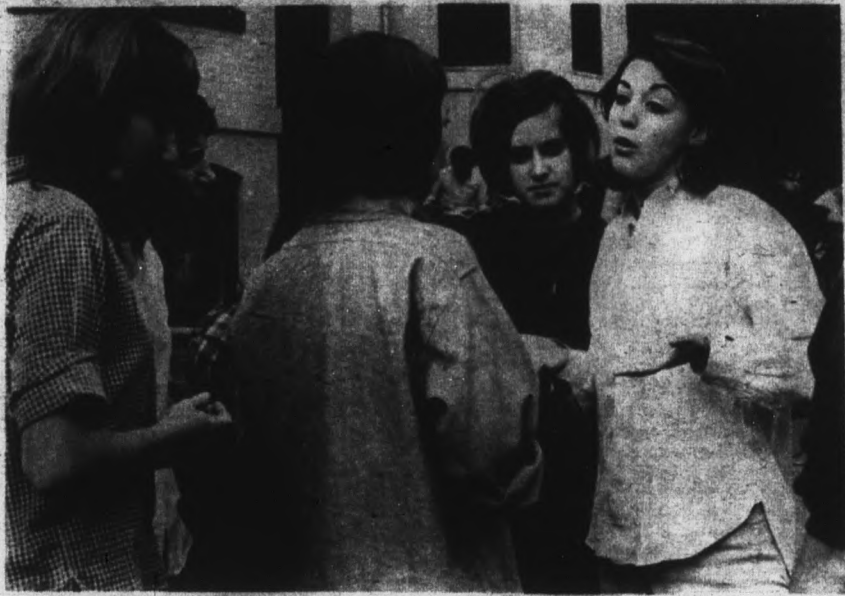
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Taking Home the Spoils

## D-Day Diversion

PHI SIGMA SIGMA sorority edged out Alpha Epsilon Phi to take first place in the tenth annual Sigma Chi Derby Day weekend. In the preliminary events, the Phi Sigma Sigma's took an early lead that kept them in good stead through Saturday.

PhiSS and AEPhi tallied 154 and 125 points respectively. Pi Beta Phi led Kappa Alpha Theta 103 to 93 for third place. All thirteen sororities participated in the activities.

Derby Weekend consisted of the Derby Snatch, Friday, the Miss Venus contest Saturday morning, the field day Saturday afternoon, and events held earlier in the week such as the publicity stunts and scavenger hunt.

Carol Keahy of Pi Beta Phi captured first place in the Miss Venus contest, with Pam McGarvey of Kappa Alpha Theta second, and Ester Preuss of AEPhi third. The judges were Chairman of the Board of Trustees, E.K. Morris, Sigma Chi's house mother, Mrs. Roy DeVecchio, and Hugh LeBlanc of the political science department.

Phi Sigma Sigma's "Dog Patch," a follow up to their winning poster that decorated the cover of the Derby Day booklet, took first place in the skit contest preceding the field events. Second place went to the DG's take off on the Sigma Chis. Delta Phi Epsilons "Fossil University" was awarded third place.

The messiest field event was "Pig Pen A Glob Glob." A representative of each sorority had to race to a large box filled with mud and flour. Within the mud and flour were 13 golf balls, each having the name of a sorority. Carolyn Kuhn won first place for the Kappas plus two pounds of mud for herself.

The last event of the day stole the show. Each stable boy, wheelbarrowed about by two sorority girls, had to smash the eggs on the rear-ends of the other stable boys with a fresh fish. Locked in combat, C. Ory, Phi Sigma Sigma's stable boy, stole John Bralove's fish and left him in return, two eyes and three fins.



Those Who Suffer



Tippling Techniques



## Editorials

### Blowing the Lid Off

Father Charles E. Curran has been fired. In the process, the foundations of the University are threatening to collapse, and right now, no one is making a big effort to support them.

The events of the last few days are externally explicable. They are the results of the incompetence and glaring inadequacy of the Board of Trustees, the fence-traveling of Bishop William J. McDonald, spectacular press play, the remarkable stand of the School of Sacred Theology and the militant response of the lay student body.

The Board of Trustees. An accomplished body. What they have accomplished by the dismissal of Father Curran, though, has yet to be determined. Why they dismissed him has yet to be determined. What legal grounds they used to dismiss him have yet to be determined. Who they are trying to kid also has yet to be determined.

Rector McDonald, who told Father Curran that his contract had not been renewed, has continually and emphatically emphasized his non-involvement in the entanglement, pointing out that he was only carrying out the Trustees' mandate in informing Father Curran of his dismissal.

At a meeting with the Steering Committee for Reinstatement of Father Curran Wednesday morning, the Rector stated that he thought that the Trustees would be more impressed if everybody went back to classes. Everybody went back to bed.

The faculty of the School of Sacred Theology has responded to the Trustees' smug nonchalance by threatening to resign, en masse. They have refused to function officially until such time that Father Curran is reinstated, in effect initiating a Theology boycott.

The graduate and undergraduate student governmental organizations have supported Theology's stand with competent and unanimous support resolutions for the boycott.

Father Curran's unjust treatment is not the only issue. The credibility and academic integrity of the University, its faculty, its students, and its administration are at stake. An application for graduate study from a student graduating from the National Pontifical Trash Heap, the poor man's St. John's, an ugly and hopeless academic nothing, is useless.

The issues involved are clear. Father Curran has been accused. He has been defended. The charges made against him should reflect his innocence or guilt. But no charges have been made. He is entitled to a hearing among his peers as to his orthodoxy. Such has not been granted.

If no reasons can be given for Father Curran's dismissal, then it must be assumed that there are none, or that they were invented, and that the Board of Trustees has the doubtful pleasure of ascending assinnity's golden throne. If there are no reasons, the Rector emerges as a willfully undecided and uncommitted fence-traveler, the Board of Trustees' number-one flunkie.

If it is the academic and religious freedom, the doctrinal and personal integrity of Father Curran that have been called to account, the students of the University are going to blow the lid off this campus to find out why.

Reprinted with permission from the Catholic University Tower of April 20.

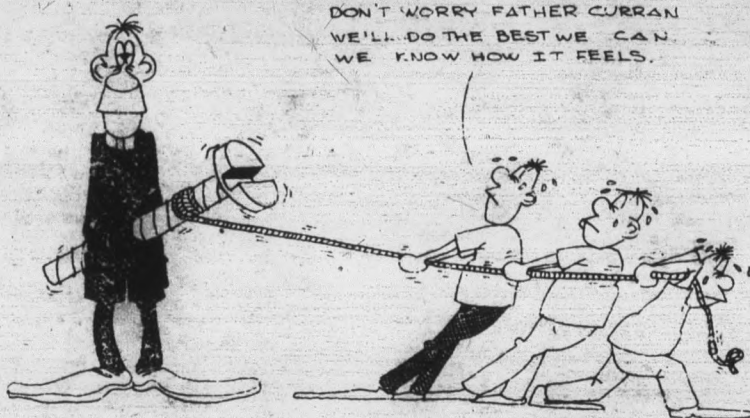
### The Parking Crisis

WITH THE PARKING CRISIS at GW "Getting worse before it gets better," as President Elliott says, it seems imperative that the office of the Supervisor of Grounds and Parking assume the duties which accompany long-range planning for the University.

It is obvious from the rapid growth of parking restrictions in the area that the administration, with eyes closed, has passed the responsibility for street parking to the D.C. Traffic Department. Yet that bureau is not only receptive to negotiations, but surprised that none have been attempted before last week (story, p. 1).

Constant building construction and increasing requests on behalf of area merchants for substantial parking for customers demand that the University maintain extremely close contact with the district government, presumably through the Supervisor of Parking.

Studying and planning traffic and parking patterns on campus streets is essential to the University's interests. The parking pinch has become increasingly painful during the last three years, and unless it is given some truly thoughtful consideration soon, GW may find its urban advantages strangled by its one major disadvantage.



LUCAS HINKSON

## Letters to the Editor

### Library Services

The place: The George Washington University Library; the time: 6:50 pm, April 19. Now I'm sure you've all heard the hackneyed complaint about the books being "missing," or "at the bindery," or "due back..." but I've got a new twist on the old line.

It was my semi-annual visit to the library that led to this startling discovery. My purpose was to obtain eight or ten books for a term paper, and I was armed with seventeen request slips, which by the way are frustrating to fill out en masse.

Mrs. Heller, librarian of the night, took six of my request slips, four of which were returned due to inadequacies of the library, two of which were filled. I then handed her four more slips. Two of these were handed back and two were filled.

I then gave Mrs. Heller two more slips to be filled, at which point she balked. It seems I had over-stepped my bounds. She carefully explained, somewhat irately (as I had injured her in some way), that she had already spent too much time with me, and if every one did this sort of thing, the library would be swamped.

Continuing, she explained that there were other people to be taken care of and I had already filled my six book quota. I looked at her stunned and speechless! First, I had four books in front of me; two short of a six book quota, (and where did that gem come from?).

Second, the other students needing help were non-existent. The second floor was vacant save for two students waiting for already requested books that might never come.

Third, she was totally serious. According to the LAW, I couldn't check out another book for an hour. I asked querulously if she was kidding? Nope. Was she serious? Yup. Was she crazy? Nope. I left burning mad.

I have never been pleased with

our library and have done my best to avoid using it. On those instances that I find myself in need of its services, I go well fortified with a good sense of humor, prepared to laugh at any situation that arises. But this was too, too much.

The library is inadequate when it cannot fill even 50 per cent of the requests made upon it, but when the personnel stubbornly refuse to fill a legitimate request, then the student can assume that the library is useless.

/s/ Gregg Wilcove

### Silly Season

Spring is here, the silly season has arrived, and GW students have invented some new games to occupy all that spare time they seem to have.

Some of the boys in Welling have a new one: it's called "put the rock-and-roll loudspeaker in the window and see how many neighbors you can irritate on a quiet Sunday afternoon." Good, but not very original.

The children in Mitchell Hall are doing better. When an explosion forced the evacuation of neighboring Thurston Hall, they took aim and bombarded the girls with water bombs and fireworks.

/s/ Dick Relac

### Adams Hall 'Shakedown'

We are writing about the Adams Hall bombing and "shakedown" incidents. Since we were the first people to become involved in the situation through the bombing of our door (making a 2 in. hole not an 8 in. hole) we feel we have a definite right to express an opinion on the subject.

The placing of explosive devices creates a serious situation, but we are not in agreement with the administration's handling of (Continued on page 9)

### What Is Past

## Through GW's Decades

### Is Prologue

by Hazel Borenstine  
Features Editor

April 30, 1957--The administration has announced several changes in the status of senior members of the faculty.

Dr. Calvin D. Linton will become dean of Columbian College, and Dean Arthur E. Burns of the School of Government will become chairman of the Graduate Council.

April 30, 1957--University alumnus Edward Peary Stafford, accompanied by Dr. James H. Coberley, associate professor of American literature at the University, last week answered the \$64,000 question on the television quiz show of the same name.

April 30, 1957--Henry W. Herzog, University treasurer, was among four members of the University faculty and administrative staff who have completed 25 years service, to be honored at a luncheon given by University President

Cloyd H. Marvin and the officers of the General Alumni Association Saturday.

April 30, 1957--John V. Canfield and Otto H. Ulrich, Jr., both seniors, are among the 302 young men and women to receive National Woodrow Wilson fellowships.

April 30, 1957--The administration has requested that students refrain from tossing their cigarette, cigar and pipe ashes in the peat moss around the University shrubbery, as they injure the plants.

April 29, 1947--The National Rifle Association announced last week that Alma Jean Tolan, manager of the University women's rifle team, has won the National Women's Individual Match.

Miss Tolan captured the women's title by outfiring members of teams from more than twenty colleges and universities, and many unaffiliated individuals.

## HATCHET

Vol. 63, No. 33

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Steven M. Spector

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Features Editor.....Hazel Borenstine  
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# Two Separate Worlds

by Dick Wolfsie

IN RECENT weeks I have been receiving mail from the George Washington University which I am sure was not originally intended for me. Last week I received permission from the anthropology department to translate caves in Angola and an okay from the biology department to sell my cadaver. Yesterday,

when I received a questionnaire from the psychology department asking how it felt to be an unwed mother, I realized that it was time to do something about the problem. In a moment of desperation I called the dean of men's office. The secretary answered.

"Good morning, Dr. Bissell's office. Can I help you?"

"Yes, I'd like to speak with Dean Bissell, acting dean of students."

"I'm sorry, he's out to lunch."

"How about Dr. Bissell, director of veterans education?"

"Sorry, he's playing golf."

"How about Dr. Bissell, dean of men?"

"I'm sorry, he's at a meeting."

"Well, what about Dr. Bissell, director of student services?"

"Why didn't you say so in the first place. I'll connect you. Who's calling please?"

"This is Dick Wolfsie, acting Hatchet columnist, temporary English major, Ex-AEPI pledge, permanent New Yorker, and acting temporary, transitory student of the GW University."

"Hello, Dr. Bissell speaking, jack-of-all-trades."

"Hello, Dr. Bissell, I wonder if you could help me. I'm having trouble with the wrong kind of mail."

"Say, that is a problem. Maybe you could take him to the psychological clinic?"

"That's not exactly the kind of mail problem I meant. I'm talking about Post Office."

"I know exactly what you're talking about, only I wouldn't encourage games like Post Office, it only makes things worse."

When I finally explained my problem to Dean Bissell, he informed me, much to my surprise, that all mail deliveries are handled by the physical education department. The reason for this is that while the professors in the physical education department work quite hard during the day (playing golf, watching guys do push ups, blowing whistles, and studying for their PhD's)

they have very little homework. While professors in other courses are forced to grade papers, it's rather difficult to take home a "jumping jack" to correct. The result therefore, is that the University asked the department of physical education health and recreation to handle the mail. I crossed the street and entered the gymnasium.

As I entered the tiny office of the gymnasium I was immediately impressed by the large number of instructors sitting at their desks reading. One professor was half way through a book entitled "Homer."

"Excuse," I said, "but is that really Homer you're reading? Tell me, do you like it?"

"Well, it's not exactly what I expected," said the gym instructor. "Personally I understood my last book, 'The Sacrifice Fly' a lot better. I'm already on page 439 and this guy hasn't even mentioned a triple yet."

Disguising myself as a smelly white sock, I left the gym office with a profound sense of confusion. It was getting late and I had to go to a class in the "History of Religions." That night Dr. Yeide spoke about miracles, revelations, and visions. It was nice to get back to reality.



Photo by Brechner

## Glistening River

TWO GW STUDENTS enjoy the recent summer-like weather during a peaceful afternoon of canoeing under Key Bridge on the Potomac.

## International Outlook

### Facilities Limit ISS Events

by Angela Attina

THE UNIVERSITY, no matter what form or procedures are adopted, emphasizes not the process of teaching, but rather the process of learning.

Learning involves reevaluation. It will necessarily result in either the finding of a better way to do things or the strengthening of the defense for existing processes.

None of this learning, however, will take place in a vacuum. There has to be an exchange of ideas among people, and it is in this realm that the foreign student offers great potential to the University. But this exchange should not be limited to just the classroom, and it cannot be expanded without facilities.

It is certainly true that in a city, school space is going to be a problem, but there must be some possibilities for the improvement of facilities.

At the present time the International Student House is located at 2129 G St. N.W. The word "house," however, is misleading --only one half of the downstairs area is open to international students. And that space, out of necessity, must be used as an office for the advisor to international students. This is no more an International Student House than the Student Union is a commuters' lounge.

This lack of space also presents financial difficulties that threaten the continuation of many ISS and People-to-People social and cultural events. Whenever such an event is planned it is necessary to rent a fraternity house or some other available space at justifiable but prohibitive charges.

Without any monetary contribution from the University or Council, as is had in most Universities, our international student programs cannot meet these

expenses, and have no other alternatives.

It is not necessary that there be an International Student House created as an entity separated from the office of the foreign student advisor. It is not only unnecessary, it is not desirable.

The international students do not wish to isolate themselves. What is needed is a general University meeting house that can be used for events free of charge --an area which is not a class-

room nor a dormitory lobby nor cafeteria that will close at inconvenient hours and not be physically suitable for such social and cultural events. Such a place could serve the needs of commuters, and other groups on campus also, while more and better events would be possible and financially feasible.

(For any information or responses please contact Stanley Bornstein at the International Student House, 2129 G St. N.W.)

## Peace Rally Creates Emotion, No Solution

by James Schiffer

LAST SATURDAY I set out for New York to observe the Spring Mobilization Protest March Against the War in Viet Nam. I wasn't sure just what I would find there, and it is only now that I am able to draw any conclusions at all.

Over 100,000 demonstrators participated in the largest war protest in the nation's history. The march was terminated at the United Nations Plaza, where several speeches were given by students, college professors, and civil rights leaders. Many of the speakers hailed the rally as a tremendous success; yet, the war goes on. In reality, the march was a failure.

Agreed, war is a horrid, brutal thing. Agreed, we did not belong there in the first place. Agreed, we should stop the bombing. This is all that I agree to, though. We cannot, as has been suggested, just pull out. True, we could stop the bombing, but I didn't have to go to the rally to realize that.

So what was accomplished? Well, 1) Dr. Martin Luther King

and Dr. Benjamin Spock were nominated for the 1968 presidential election. 2) At Sheep's Park many of our young intellectuals participated in a Be-In (it doesn't stop a war, but it is great if you enjoy pot.) 3) The speeches weren't realistic; they were, however, emotional, and this appealed greatly to our demonstrators. 4) A lot was learned about the civil rights movement, since half the speeches were about this problem, not the war. 5) The rally did show one of America's greatest liberties, the right of assembly and protest (one of the things, by the way, we are trying to protect in Viet Nam.)

Don't misunderstand me; I would love to see this war ended. The trouble is (and few at the rally realized it) that we aren't going to stop a war by marching in the streets or by giving emotional speeches. What we need is a solution, a rational, realistic solution that the government would be able to follow through on. The time has come to stop complaining without thinking.

## Letters

(Continued from page 8)

the situation. The University officials' use of a little common sense instead of "police state" tactics might have proven to be more rewarding. All the administration has done is precipitated a widening of the gap between itself and the residents of Adams Hall.

The incidents that caused the "shakedown" by the administration were taken entirely too seriously, because there have been numerous firecracker incidents in the past, but nothing substantial was ever done. The "hierarchy" must have felt that these previous occurrences were merely harmless pranks, but why they now feel differently is beyond our reasoning.

We feel that our door was bombed, not from political revenge or malice, but as a thoughtless practical joke. We realize the serious nature of the act, but feel that the violation of all dorm residents' civil liberties was not justified.

We request that the administration indicate beforehand that the punishment will be a lenient one if the offender turns himself in. We also request that the administration issue an apology to the residents of the dorm for the violation of their civil liberties entailed in the illegal procedures used in the search.

We feel that in so doing, the administration would begin to heal the breach that has arisen between itself and the residents of Adams Hall.

/s/ Nicholas Dale  
/s/ Greg Mordin

## LITTLE MAN ON CAMPUS



"MAKE TH' PUNCH A LITTLE STRONGER, ED--I PROMISED TH' DEAN OF STUDENTS WE'D HAVE TH' GIRLS OUT BY 9:30. II



Please report any conflicts to Mrs. B. H. Fisch, Assoc. Registrar, immediately, so that any necessary corrections can be made. Each student should check the corrected schedule in the HATCHET on May 16, 1967.

## ACCOUNTING

|      |           |                       |          |
|------|-----------|-----------------------|----------|
| 001A | Marlinson | Sat., May 20, 8:30 am | Govt 200 |
| 001B | Lilke     | Tues., May 23, 6 pm   | Cor 317  |
| 002A | Gallagher | Thurs., May 25, 11 pm | Govt 305 |
| 002B | Lewis     | Wed., May 24, 4 pm    | Govt 302 |
| 002C | Paik      | Mon., May 22, 6 pm    | Govt 303 |
| 111  | Skigon    | Thurs., May 25, 4 pm  | Govt 301 |
| 115B | Utley     | Fri., May 26, 8:15 pm | Govt 302 |
| 115C | Paik      | Tues., May 23, 6 pm   | Govt 307 |
| 122A | Kurtz     | Thurs., May 25, 11 am | Govt 303 |
| 122B | Kurtz     | Tues., May 23, 6 pm   | Govt 306 |
| 132  | Coughlan  | Wed., May 24, 8:30 am | Govt 302 |
| 144  | Pujol     | Wed., May 24, 6 pm    | Govt 301 |
| 162A | Gallagher | Tues., May 23, 2 pm   | Govt 301 |
| 162B | Gallagher | Wed., May 24, 6 pm    | Govt 307 |
| 172  | Kurtz     | Thurs., May 25, 6 pm  | Govt 301 |
| 193  | Skigon    | Mon., May 22, 6 pm    | Govt 101 |
| 196  | Coughlan  | Fri., May 26, 8:15 pm | Govt 304 |

## AEROSPACE STUDIES

|     |           |                       |          |
|-----|-----------|-----------------------|----------|
| 152 | Henriquez | Thurs., May 25, 11 am | Chap 113 |
|-----|-----------|-----------------------|----------|

## AMERICAN THOUGHT AND CIVILIZATION

|     |        |                    |          |
|-----|--------|--------------------|----------|
| 101 | Walker | Fri., May 26, 4 pm | Govt 102 |
|-----|--------|--------------------|----------|

## ANTHROPOLOGY

|      |           |                       |          |
|------|-----------|-----------------------|----------|
| 002A | Gallagher | Wed., May 24, 8:30 am | Aud.     |
| 002B | Lewis     | Tues., May 23, 6 pm   | Govt 1-2 |
| 154  | Fuchs     | Tues., May 23, 2 pm   | Govt 1   |
| 156  | Fuchs     | Fri., May 26, 11 am   | Govt 2   |
| 159  | Rubin     | Wed., May 24, 8:30 am | Mon 1    |
| 163  | Rubin     | Mon., May 22, 8:30 am | Mon 2    |
| 171  | Gallagher | Tues., May 23, 6 pm   | Govt 101 |
| 173  | Lewis     | Wed., May 24, 11 am   | Govt 101 |
| 174  | Raghavan  | Wed., May 24, 6 pm    | Govt 303 |
| 186  | Stewart   | To be arranged        |          |

## APPLIED SCIENCE

|     |               |                         |          |
|-----|---------------|-------------------------|----------|
| 006 | Hughes        | Thurs., May 25, 4 pm    | T.H. 403 |
| 007 | Rothrock      | Thurs., May 25, 8:30 am | T.H. 208 |
| 011 | Heller        | Wed., May 24, 11 am     | T.H. 205 |
| 030 | Sawitz        | Wed., May 24, 4 pm      | T.H. 201 |
| 050 | Lee           | Sat., May 20, 4:30 pm   | T.H. 207 |
| 058 | Deplan        | Fri., May 26, 4 pm      | T.H. 114 |
| 060 | Walther       | Thurs., May 25, 11 am   | T.H. 403 |
| 062 | Fox           | Mon., May 22, 4 pm      | T.H. 204 |
| 064 | Lea           | Sat., May 20, 8:30 am   | T.H. 303 |
| 066 | Hughes        | Thurs., May 25, 8:30 am | T.H. 303 |
| 072 | Hyman         | Tues., May 23, 6 pm     | T.H. 404 |
| 087 | Lea           | Thurs., May 25, 11 am   | T.H. 303 |
| 102 | Ferris-Prabhu | Tues., May 23, 4 pm     | T.H. 114 |
| 106 | McNish        | Tues., May 23, 6 pm     | T.H. 301 |
| 110 | Cronin        | Thurs., May 25, 6 pm    | T.H. 404 |
| 122 | Toridis       | Mon., May 22, 6 pm      | T.H. 204 |

## ART

|      |           |                       |            |
|------|-----------|-----------------------|------------|
| 001A | Hamilton  | Sat., May 20, 8:30 am | Mon 4      |
| 001B | Smith     | Wed., May 24, 11 am   | Mon 4      |
| 032A | Hamilton  | Wed., May 24, 8:30 am | Mon 4      |
| 032B | Smith     | Wed., May 24, 4 pm    | Mon 4      |
| 032C | Hamilton  | Mon., May 22, 6 pm    | Mon 4      |
| 072A | Kline     | Tues., May 23, 2 pm   | Mon 4      |
| 072B | Grubar    | Tues., May 23, 6 pm   | Mon 4      |
| 102  | MacDonald | Tues., May 23, 2 pm   | Stuart 102 |
| 105  | Evans     | Fri., May 26, 11 am   | Stuart 102 |
| 107  | Fleischer | Wed., May 24, 8:30 am | Stuart 102 |
| 110  | Lette     | Mon., May 22, 8:30 am | Mon 4      |
| 112  | MacDonald | Sat., May 20, 4:30 pm | Stuart 102 |
| 113  | Evans     | Thurs., May 25, 4 pm  | Stuart 102 |
| 114  | Fleischer | Thurs., May 25, 11 am | Stuart 102 |
| 115  | Lette     | Wed., May 24, 11 am   | Stuart 102 |
| 118  | Evans     | Thurs., May 25, 11 am | Mon 4      |
| 120  | Kline     | Fri., May 26, 4 pm    | Mon 4      |
| 142  | Kline     | Sat., May 20, 4:30 pm | Mon 4      |
| 146  | Madigan   | Thurs., May 25, 6 pm  | Stuart 102 |
| 149  | Grubar    | Sat., May 20, 8:30 am | Stuart 102 |

## BIOLOGICAL SCIENCES

|      |           |                         |          |
|------|-----------|-------------------------|----------|
| 002A | Munson    | Fri., May 19, 8:30 am   | Aud.     |
| 002B | Spiegler  | Mon., May 22, 6 pm      | Bell-200 |
| 102  | Mortensen | Wed., May 24, 6 pm      | Bell-200 |
| 104A | Olson     | Wed., May 24, 11 am     | Bell-200 |
| 104B | Clark     | Wed., May 24, 6 pm      | Bell-203 |
| 108  | Munson    | Mon., May 22, 8:30 am   | Bell-200 |
| 110  | Adams     | Thurs., May 25, 11 am   | Bell-203 |
| 116  | Schiff    | Wed., May 24, 11 am     | Bell-203 |
| 119  | Weintraub | Thurs., May 25, 8:30 am | Bell-203 |
| 126  | Parker    | Wed., May 24, 11 am     | Bell-201 |
| 132  | Stevens   | Mon., May 22, 6 pm      | Bell-201 |
| 144  | Tilley    | Sat., May 20, 8:30 am   | Bell-203 |
| 145  | Hansen    | Thurs., May 25, 8:30 am | Govt 101 |

## BUSINESS ADM

|      |            |                       |           |
|------|------------|-----------------------|-----------|
| 051A | Conner     | Wed., May 24, 8:30 am | Govt 305  |
| 051B | Carrington | Thurs., May 25, 6 pm  | Govt 305  |
| 051C | Page       | Wed., May 24, 8:30 am | Govt 407  |
| 102A | Conner     | Sat., May 20, 8:30 am | Govt 304  |
| 102B | Ryan       | Wed., May 24, 6 pm    | Govt 305  |
| 105  | Locke      | Fri., May 26, 6 pm    | Govt 102A |

|       |          |                         |           |
|-------|----------|-------------------------|-----------|
| 106   | Longest  | Tues., May 23, 6 pm     | Mon 1     |
| 109   | Dietch   | Wed., May 24, 6 pm      | Govt 306  |
| 119   | Gordon   | Tues., May 23, 6 pm     | Govt 304  |
| 120   | Demodoy  | Sat., May 20, 4:30 pm   | Govt 302  |
| 121   | Doddley  | Wed., May 24, 6 pm      | Govt 410  |
| 131A  | Roman    | Thurs., May 25, 4 pm    | Govt 302  |
| 131B  | Mikols   | Mon., May 22, 6 pm      | Govt 101A |
| 136   | Bond     | Wed., May 24, 6 pm      | Mon 2A    |
| 138   | Kelley   | Mon., May 22, 6 pm      | Govt 305  |
| 141   | Walters  | Thurs., May 25, 4 pm    | Govt 101  |
| 147   | Johanna  | Tues., May 23, 6 pm     | Govt 102A |
| 158   | Julian   | Wed., May 24, 6 pm      | Mon 2A    |
| 162A1 | Collins  | Wed., May 24, 11 am     | Govt 305  |
| 162A2 | Unkovic  | Wed., May 24, 11 am     | Govt 304  |
| 162B  | Murphy   | Fri., May 26, 6 pm      | Govt 302  |
| 172   | Glassman | Wed., May 24, 6 pm      | Govt 407  |
| 175   | Kaye     | Thurs., May 25, 6 pm    | Govt 302  |
| 176   | Koon     | Thurs., May 25, 8:15 pm | Govt 304  |
| 178   | Grub     | Tues., May 23, 6 pm     | Govt 305  |
| 181   | Clark    | Wed., May 24, 6 pm      | Mon 1     |
| 191   | McBirney | Mon., May 22, 8:30 am   | Govt 302  |
| 198A  | Bunker   | Tues., May 23, 2 pm     | Govt 304  |
| 198B  | Berns    | Thurs., May 25, 8:15 pm | Govt 306  |

## CHEMISTRY

|      |          |                         |          |
|------|----------|-------------------------|----------|
| 004  | Vanevera | Wed., May 24, 8:30 am   | Cor 319  |
| 012A | Naeser   | Sat., May 20, 8:30 am   | Cor 319  |
| 012B | Britt    | Wed., May 24, 11 am     | Cor 319  |
| 012C | Perros   | Thurs., May 25, 8:30 am | Cor 319  |
| 012D | Britt    | Tues., May 23, 6 pm     | Cor 319  |
| 022A | Vincent  | Thurs., May 25, 8:30 am | Cor 317  |
| 022B | Vincent  | Tues., May 23, 6 pm     | Cor 314  |
| 052A | Levy     | Mon., May 22, 8:30 am   | Cor 319  |
| 052B | Caress   | Mon., May 22, 6 pm      | Cor 319  |
| 112A | Wood     | Sat., May 20, 8:30 am   | Cor 317  |
| 112B | Wood     | Sat., May 20, 8:30 am   | Cor 317  |
| 122A | Schmidt  | Wed., May 24, 11 am     | Cor 317  |
| 122B | Schmidt  | Tues., May 23, 6 pm     | Libr 401 |
| 135  | Perros   | Tues., May 23, 8:30 am  | Cor 317  |
| 153B | Wrenn    | To be arranged          |          |

## CHINESE

|     |      |                       |        |
|-----|------|-----------------------|--------|
| 002 | Wang | Mon., May 22, 6 pm    | Mon 1A |
| 004 | Wang | Wed., May 24, 6 pm    | Mon 2  |
| 006 | Shih | Wed., May 24, 8:30 am | Mon 2A |
| 102 | Wang | Thurs., May 25, 6 pm  | Mon 1  |
| 108 | Lu   | Sat., May 20, 8:30 am | Mon 2A |

## CLASSICAL LANG &amp; LIT

|     |            |                         |          |
|-----|------------|-------------------------|----------|
| 002 | Nutting    | Mon., May 22, 8:30 am   | Mon 3    |
| 004 | Norton     | Mon., May 22, 8:30 am   | Mon 1A   |
| 012 | McCausland | Fri., May 26, 11 am     | Govt 301 |
| 014 | Latimer    | Fri., May 26, 11 am     | Govt 306 |
| 022 | Seldman    | Thurs., May 25, 8:30 am | Mon 2    |
| 071 | Norton     | Sat., May 20, 8:30 am   | Chap 110 |
| 104 | Clough     | Wed., May 24, 11 am     | Mon 2A   |
| 110 | Beers      | Mon., May 22, 6 pm      | Mon 2A   |
| 124 | Tucker     | Wed., May 24, 6 pm      | Mon 1A   |
| 132 | Norton     | Fri., May 26, 11 am     | Govt 307 |
| 134 | Latimer    | Mon., May 22, 4 pm      | T-23     |
| 162 | Norton     | Wed., May 24, 4 pm      | Mon 2A   |

## ECONOMICS

|      |           |                         |           |
|------|-----------|-------------------------|-----------|
| 001B | Iden      | Wed., May 24, 6 pm      | Mon 104   |
| 002A | Hsieh     | Sat., May 20, 8:30 am   | Govt 1    |
| 002B | Hsieh     | Tues., May 23, 2 pm     | Govt 101  |
| 002C | Ellison   | Fri., May 26, 4 pm      | Mon 102   |
| 002D | Holman    | Mon., May 22, 6 pm      | Govt 102  |
| 102A | Long      | Wed., May 24, 11 am     | Govt 101A |
| 102B | Simons    | Thurs., May 25, 6 pm    | Govt 101A |
| 121A | Reuss     | Tues., May 23, 2 pm     | Mon 204   |
| 121B | Reuss     | Tues., May 23, 6 pm     | Mon 200   |
| 123  | Hunter    | Tues., May 23, 2 pm     | Govt 106  |
| 134  | Hardt     | Thurs., May 25, 8:30 am | Govt 302  |
| 142  | Haber     | Sat., May 20, 4:30 pm   | Mon 200   |
| 162  | Long      | Wed., May 24, 8:30 am   | Mon 204   |
| 180  | Wason     | Mon., May 22, 6 pm      | Govt 102A |
| 182A | Galbreath | Sat., May 20, 8:30 am   | Govt 2    |
| 182B | Aschheim  | Mon., May 22, 4 pm      | Govt 101  |
| 182C | Aschheim  | Mon., May 22, 6 pm      | Govt 304  |
| 186  | Howell    | Tues., May 23, 6 pm     | Bell 203  |

## EDUCATION

|      |            |                         |            |
|------|------------|-------------------------|------------|
| 108A | McIntyre   | Wed., May 24, 11 am     | Stuart 205 |
| 108B | Horrworth  | Wed., May 24, 4 pm      | Stuart 204 |
| 108C | McIntyre   | Thurs., May 25, 6 pm    | Stuart 305 |
| 112A | Westerlund | Sat., May 20, 4:30 pm   | Stuart 204 |
| 112B | Westerlund | Fri., May 26, 6 pm      | Govt 101   |
| 114  | Mitchell   | Mon., May 22, 6 pm      | Stuart 305 |
| 117  | Steyr      | Tues., May 23, 6 pm     | Stuart 305 |
| 123A | Steyr      | Fri., May 26, 11 am     | Bell 204   |
| 123C | Angel      | Tues., May 23, 6 pm     | Stuart 204 |
| 128  | Walker     | Mon., May 22, 6 pm      | Stuart 102 |
| 131  | Boswell    | Fri., May 26, 4 pm      | Stuart 205 |
| 136  | Williams   | Mon., May 22, 6 pm      | Stuart 204 |
| 138  | Boswell    | Thurs., May 25, 6 pm    | Stuart 204 |
| 139  | Crump      | Sat., May 27, 9 am      | Stuart 305 |
| 140  | Gates      | Thurs., May 25, 6 pm    | Stuart 202 |
| 144  | Eller      | Thurs., May 25, 8:15 pm | Stuart 202 |
| 146  | McSpadden  | Tues., May 23, 6 pm     | Chap 206   |
| 185  | Prouty     | Mon., May 22, 6 pm      | Bell 203   |
| 186  | Prouty     | Thurs., May 25, 8:15 pm | Stuart 305 |

## ENGINEERING

|      |             |                       |          |
|------|-------------|-----------------------|----------|
| 002  | Intermaggio | Tues., May 23, 6 pm   | T.H. 204 |
| 010  | Mason       | Fri., May 26, 11 am   | T.H. 303 |
| 012  | Fox         | Thurs., May 25, 6 pm  | T.H. 204 |
| 018  | Heller      | Fri., May 26, 11 am   | T.H. 303 |
| 020  | Sloan       | Fri., May 26, 11 am   | T.H. 301 |
| 020B | Sloan       | Mon., May 22, 6 pm    | T.H. 301 |
| 021  | Eisenberg   | Sat., May 20, 4:30 pm | T.H. 403 |
| 032  | Ojalvo      | Wed., May 24, 11 am   | T.H. 102 |
| 050  | Harris      | Thurs., May 25, 6 pm  | T.H. 304 |

|      |               |                        |          |
|------|---------------|------------------------|----------|
| 051  | Young         | To be arranged         |          |
| 100  | Eisenberg     | Thurs., May 25, 11 am  | T.H. 400 |
| 102A | Meltzer       | Tues., May 23, 8:30 am | T.H. 400 |
| 102B | Sloan         | Wed., May 24, 6 pm     | T.H. 400 |
| 103  | Eisenberg     | To be arranged         |          |
| 104A | Meltzer       | Tues., May 23, 8:30 am | T.H. 400 |
| 108A | Meltzer       | Tues., May 23, 8:30 am | T.H. 400 |
| 108B | Sloan         | Fri., May 26, 6 pm     | T.H. 400 |
| 122A | Kyriakopoulos | Sat., May 20, 8:30 am  | T.H. 201 |
| 122B | Kyriakopoulos | Mon., May 22, 6 pm     | T.H. 201 |

## ENGLISH

|        |            |                       |               |
|--------|------------|-----------------------|---------------|
| 00A    | Wright     | Monday, May 22, 6 pm  | W-100         |
| 00B    | Janis      | Mon., May 22, 6 pm    | Mon 1         |
| 001E1  | Wright     | Mon., May 22, 2 pm    | Govt 306      |
| 001S   | Wright     | Wed., May 24, 8:15 pm | Mon 102       |
| 002A1  | Hoswell    | Mon., May 22, 2 pm    | Mon 4         |
| 002B1  | Hoswell    | Mon., May 22, 2 pm    | Mon 4         |
| 002C1  | Mitchell   | Mon., May 22, 2 pm    | Mon 4         |
| 002C2  | Moore      | Mon., May 22, 2 pm    | Govt 2        |
| 002F1  | Caton      | Mon., May 22, 2 pm    | Govt 2        |
| 002F2  | Caton      | Mon., May 22, 2 pm    | Govt 1        |
| 002G1  | McHenry    | Mon., May 22, 2 pm    | Govt 1        |
| 002J1  | Janis      | Mon., May 22, 2 pm    | Govt 1        |
| 002J2  | Caton      | Mon., May 22, 2 pm    | Govt 1        |
| 002S   | Janis      | Wed., May 24, 8:15 pm | Govt 101-101A |
| 004A1  | Blanchard  | Mon., May 22, 2 pm    | Stockton 10   |
| 004B1  | Dunham     | Mon., May 22, 2 pm    | Stockton 10   |
| 004B2  | McHenry    | Mon., May 22, 2 pm    | Stockton 10   |
| 004C1  | McClanahan | Mon., May 22, 2 pm    | Govt 102-102A |
| 004C2  | Collins    | Mon., May 22, 2 pm    | Govt 102-102A |
| 004C3  | Blanchard  | Mon., May 22, 2 pm    | Govt 102-102A |
| 004F1  | McClanahan | Mon., May 22, 2 pm    | Govt 3        |
| 004F2  | Moore      | Mon., May 22, 2 pm    | Govt 3        |
| 004F3  | Blanchard  | Mon., May 22, 2 pm    | Govt 3        |
| 004F4  | McClanahan | Mon., May 22, 2 pm    | Cor 319       |
| 004F5  | McHenry    | Mon., May 22, 2 pm    | Cor 319       |
| 004F6  | Blanchard  | Mon., May 22, 2 pm    | Cor 319       |
| 004F7  | Blanchard  | Mon., May 22, 2 pm    | Cor 319       |
| 004F8  | Blanchard  | Mon., May 22, 2 pm    | Cor 319       |
| 004F9  | Blanchard  | Mon., May 22, 2 pm    | Cor 319       |
| 004F10 | Blanchard  | Mon., May 22, 2 pm    | Cor 319       |
| 004F11 | Blanchard  | Mon., May 22, 2 pm    | Cor 319       |
| 004F12 | Blanchard  | Mon., May 22, 2 pm    | Cor 319       |
| 004F13 | Blanchard  | Mon., May 22, 2 pm    | Cor 319       |
| 004F14 | Blanchard  | Mon., May 22, 2 pm    | Cor 319       |
| 004F15 | Blanchard  | Mon., May 22, 2 pm    | Cor 319       |
| 004F16 | Blanchard  | Mon., May 22, 2 pm    | Cor 319       |
| 004F17 | Blanchard  | Mon., May 22, 2 pm    | Cor           |



|                         |              |                                 |
|-------------------------|--------------|---------------------------------|
| May 20, 11 am, Chap 110 | 002C Wilmeth | Wed., May 24, 6 pm, Hell 201    |
| May 20, 11 am, Mon 4    | 004 Oden     | Mon., May 22, 11 am, Govt 301   |
| May 20, 11 am, Mon 4    | 010 Oden     | Wed., May 24, 8:30 am, Govt 307 |

## JOURNALISM

|                           |                 |                                 |
|---------------------------|-----------------|---------------------------------|
| May 20, 11 am, Mon 1      | 072A Willson    | Sat., May 20, 8:30 am, Mon 200  |
| May 20, 8:30 am, Govt 301 | 072B Willson    | Mon., May 22, 6 pm, Libr 403    |
| May 22, 8:30 am, Chap 206 | 111 Copenbarger | Tuesday, May 23, 6 pm, Libr 403 |
| May 24, 8:30 am, Chap 208 | 133 Eisen       | Thurs., May 25, 2 pm, Libr 403  |
| May 22, 8:30 am, Chap 208 | 140 Smith       | Wed., May 24, 6 pm, Libr 403    |
| May 20, 8:30 am, Chap 208 | 151 Rice        | Wed., May 24, 8:30 am, Libr 403 |

## MATHEMATICS

|                             |                  |                                |
|-----------------------------|------------------|--------------------------------|
| May 24, 4 pm, Chap 208      | 003A Slack       | Wed., May 24, 8:30 am, Mon 301 |
| May 22, 4 pm, Chap 208      | 003B Morris      | Tues., May 23, 6 pm, Mon 301   |
| May 24, 6 pm, Chap 206      | 006A Slack       | Mon., May 22, 8:30 am, Mon 301 |
| May 23, 6 pm, Govt 101A     | 006B Morris      | Thurs., May 25, 6 pm, Mon 204  |
| May 22, 8:30 am, Chap 110   | 009A Minichiello | Wed., May 24, 4 pm, Mon 301    |
| May 20, 8:30 am, Mon 200    | 009B Minichiello | Wed., May 24, 6 pm, Mon 301    |
| May 22, 6 pm, Chap 210      | 010A1 Smith      | Fri., May 26, 11 am, Mon 301   |
| May 22, 8:30 am, Stuart 102 | 010A2 Bari       | Fri., May 26, 11 am, Mon 302   |
| May 22, 8:30 am, Chap 210   | 010B1 Haack      | Mon., May 22, 6 pm, Mon 301    |
| May 24, 8:30 am, Mon 3      | 010B2 Butler     | Mon., May 22, 6 pm, Mon 302    |
| May 22, 11 am, Mon 2        | 015 Butler       | Wed., May 24, 6 pm, Mon 302    |
| May 22, 6 pm, Mon 104       | 016A1 Stone      | Sat., May 20, 8:30 am, W-100   |
| May 20, 8:30 am, Bell 200   | 016A2 Devine     | Sat., May 20, 8:30 am, Cor 314 |

## PHOTOGRAPHY

|                          |              |                                   |
|--------------------------|--------------|-----------------------------------|
| May 23, 6 pm Mon 103     | 016B Stone   | Wed., May 24, 4 pm, Mon 302       |
| May 22, 8:30 am Govt 101 | 016C Pikul   | Tues., May 23, 6 pm, Mon 302      |
| May 25, 6 pm I-101       | 021A1 Nelson | Sat., May 20, 8:30 am, Mon 3      |
| May 25, 2 pm I-101       | 021A2 Lee    | Sat., May 20, 8:30 am, Cor 227    |
| May 23, 2 pm I-101       | 021B1 Smith  | Thurs., May 25, 6 pm, Mon 301     |
| May 20, 4:30 pm Mon 102  | 021B2 Devine | Thurs., May 25, 6 pm, Mon 302     |
| May 26, 11 am I-101      | 022A Nelson  | Wed., May 24, 8:30 am, Mon 302    |
|                          | 022B1 Katz   | Mon., May 22, 8:30 am, Stuart 205 |
|                          | 022B2 Vause  | Mon., May 22, 8:30 am, Mon 102    |
|                          | 022C Lee     | Wed., May 24, 4 pm, Mon 1         |

## GEOLOGY

|                             |                 |                                 |
|-----------------------------|-----------------|---------------------------------|
| May 22, 4 pm Govt 1         | 022D1 Dribin    | Thurs., May 25, 6 pm, Mon 200   |
| May 22, 11 am Govt 2        | 023A1 Glick     | Sat., May 20, 8:30 am, Govt 305 |
| May 23, 11 am Govt 101-101A | 023B Dribin     | Tues., May 23, 6 pm, Mon 3A     |
| May 24, 11 am Govt 102-102A | 024A1 Smith     | Wed., May 24, 8:30 am, Cor 220  |
| May 25, 4 pm, Bell 8        | 024A2 Green     | Wed., May 24, 8:30 am, Cor 227  |
| May 26, 11 am, Bell 8       | 024B Ethen      | Mon., May 22, 6 pm, Mon 102     |
| May 25, 4 pm, Bell 9        | 028A1 McPherson | Mon., May 22, 8:30 am, Mon 302  |
| May 22, 8:30 am, Bell 9     | 028A1 McPherson | Thurs., May 25, 11 am, Mon 302  |
| May 26, 11 am, Bell 9       | 106 Green       | Wed., May 24, 6 pm, Mon 101     |
| May 25, 11 am, Bell 9       | 111 Boyer       | Mon., May 22, 6 pm, Cor 227     |
| May 27, 9 am, Bell 8        | 112A McPherson  | Sat., May 20, 8:30 am, Mon 102  |

## SPANISH

|                           |                |                                |
|---------------------------|----------------|--------------------------------|
| May 24, 8:30 am, Mon 101  | 112B Blum      | Wed., May 24, 6 pm, Mon 102    |
| May 24, 8:30 am, Bell 203 | 122 Bari       | Mon., May 22, 8:30 am, Libr 1C |
| May 22, 8:30 am, Cor 317  | 124A1 Katz     | Sat., May 20, 4:30 pm, Mon 301 |
| May 22, 8:30 am, Cor 227  | 124A2 Bari     | Sat., May 20, 4:30 pm, Mon 302 |
| May 22, 8:30 am, Govt 304 | 130 Stone      | Fri., May 26, 11 am, Mon 200   |
| May 26, 11 am, Chap 206   | 140A1 Liverman | Mon., May 22, 6 pm, Mon 200    |
| May 24, 11 am, Mon 1      | 154 Marlow     | Fri., May 26, 4 pm, Mon 301    |

## PSYCHOLOGY

|                           |              |                                      |
|---------------------------|--------------|--------------------------------------|
| May 23, 6 pm, Mon 101     | 001A Johnson | Wed., May 24, 8:30 am, Govt 102-102A |
| May 22, 6 pm, Chap 206    | 001B Rice    | Thurs., May 25, 11 am, Govt 1        |
| May 22, 8:30 am, Govt 303 | 001C Rucker  | Mon., May 22, 6 pm, Stuart 201       |
| May 22, 8:30 am, Bell 203 | 006 Walk     | Wed., May 24, 11 am, Mon 104         |
| May 22, 8:30 am, Cor 220  | 008A Tuthill | Mon., May 22, 6 pm, Govt 200         |
| May 22, 8:30 am, Mon 101  | 008B Rice    | Tues., May 23, 2 pm, Mon 201         |
| May 20, 8:30 am, Cor 220  | 022A Sheldon | Wed., May 24, 4 pm, Mon 103          |
| May 20, 8:30 am, Govt 301 | 022B Shore   | Tues., May 23, 6 pm, Mon 104         |
| May 26, 11 am, Chap 206   | 029 Johnson  | Mon., May 22, 6 pm, Mon 103          |
| May 24, 11 am, Mon 1      | 010A Hunt    | Thurs., May 25, 8:30 am, Govt 2      |

## RECREATION FOR MEN

|                         |              |                                      |
|-------------------------|--------------|--------------------------------------|
| May 25, 8:30 am Mon 201 | 010B Silber  | Fri., May 26, 4 pm, Govt 101-101A    |
| May 25, 8:30 am Mon 201 | 118 Rucker   | Sat., May 20, 8:30 am, T.H. 200-200A |
| May 25, 8:30 am Mon 201 | 131 Hunt     | Thurs., May 25, 4 pm, Govt 102-102A  |
| May 25, 8:30 am Mon 201 | 131B Bersh   | Thurs., May 25, 6 pm, Mon 101        |
| May 25, 8:30 am Mon 201 | 144 Mosel    | Sat., May 20, 8:30 am, Mon 201       |
| May 25, 8:30 am Mon 201 | 145 Cohen    | Thurs., May 25, 6 pm, Mon 102        |
| May 25, 8:30 am Mon 201 | 151 Tuthill  | Wed., May 24, 11 am, Mon 201         |
| May 25, 8:30 am Mon 201 | 161 Caldwell | Tues., May 23, 6 pm, Mon 204         |
| May 25, 8:30 am Mon 201 | 196 Caldwell | Sat., May 20, 4:30 pm, Mon 104       |
| May 25, 8:30 am Mon 201 | 198 Rucker   | Fri., May 26, 11 am, Govt 303        |

## RECREATION FOR WOMEN

|                         |              |                                |
|-------------------------|--------------|--------------------------------|
| May 25, 8:30 am Mon 201 | 132 Clapp    | Fri., May 26, 11 am, Bldg K    |
| May 25, 8:30 am Mon 201 | 162 Thompson | Wed., May 24, 6 pm, Stuart 206 |

## RELIGION

|                         |             |                                  |
|-------------------------|-------------|----------------------------------|
| May 25, 8:30 am Mon 201 | 010A Jones  | Tues., May 23, 2 pm, Mon 104     |
| May 25, 8:30 am Mon 201 | 010B Jones  | Thurs., May 25, 6 pm, Mon 202    |
| May 25, 8:30 am Mon 201 | 059 Wallace | Wed., May 24, 11 am, Govt 101    |
| May 25, 8:30 am Mon 201 | 060A Yeide  | Sat., May 20, 8:30 am, Mon 204   |
| May 25, 8:30 am Mon 201 | 060B Yeide  | Mon., May 22, 6 pm, Mon 204      |
| May 25, 8:30 am Mon 201 | 104 Wallace | Mon., May 22, 8:30 am, Mon 1     |
| May 25, 8:30 am Mon 201 | 127 Kepler  | Sat., May 20, 4:30 pm, Mon 202   |
| May 25, 8:30 am Mon 201 | 132 Ruether | Thurs., May 25, 4 pm, Mon 104    |
| May 25, 8:30 am Mon 201 | 136 Seaman  | Thurs., May 25, 8:30 am, Mon 104 |
| May 25, 8:30 am Mon 201 | 172 Wallace | Tues., May 23, 6 pm, Mon 202     |

## SLAV LANG &amp; LIT

|                         |               |                                 |
|-------------------------|---------------|---------------------------------|
| May 25, 8:30 am Mon 201 | 001 Key       | Thurs., May 25, 4 pm, Mon 2     |
| May 25, 8:30 am Mon 201 | 002A Sandor   | Mon., May 22, 8:30 am, Cor 317  |
| May 25, 8:30 am Mon 201 | 002B Sandor   | Sat., May 20, 8:30 am, Mon 2    |
| May 25, 8:30 am Mon 201 | 002C Yakobson | Tues., May 23, 2 pm, Chap 208   |
| May 25, 8:30 am Mon 201 | 002D Thompson | Wed., May 24, 11 am, Mon 2      |
| May 25, 8:30 am Mon 201 | 002E Sandor   | Tues., May 23, 6 pm, Mon 2A     |
| May 25, 8:30 am Mon 201 | 003 Key       | Wed., May 24, 11 am, Mon 3A     |
| May 25, 8:30 am Mon 201 | 004A Sandor   | Thurs., May 25, 11 am, Chap 208 |
| May 25, 8:30 am Mon 201 | 004B Thompson | Fri., May 26, 11 am, Mon 300    |
| May 25, 8:30 am Mon 201 | 004C Key      | Thurs., May 25, 6 pm, Mon 300   |

## STATISTICS

|                         |                 |                                 |
|-------------------------|-----------------|---------------------------------|
| May 25, 8:30 am Mon 201 | 006 Nelson      | Wed., May 24, 8:30 am, Mon 1A   |
| May 25, 8:30 am Mon 201 | 008 Thompson    | Wed., May 24, 8:30 am, Mon 2    |
| May 25, 8:30 am Mon 201 | 010A Olkhovsky  | Mon., May 22, 8:30 am, Mon 3A   |
| May 25, 8:30 am Mon 201 | 010B Sandor     | Thurs., May 25, 6 pm, Mon 2A    |
| May 25, 8:30 am Mon 201 | 049 Tetrault    | Thurs., May 25, 6 pm, Bell 201  |
| May 25, 8:30 am Mon 201 | 092 Coulter     | Mon., May 22, 11 am, Mon 104    |
| May 25, 8:30 am Mon 201 | 094 Filipovitch | Tues., May 23, 6 pm, Bell 201   |
| May 25, 8:30 am Mon 201 | 102 Olkhovsky   | Wed., May 24, 11 am, Mon 3      |
| May 25, 8:30 am Mon 201 | 104 Howder      | Tues., May 23, 6 pm, GG-20      |
| May 25, 8:30 am Mon 201 | 126 Child       | Tues., May 23, 6 pm, GG-11      |
| May 25, 8:30 am Mon 201 | 142 Popliuko    | Tues., May 23, 2 pm, Mon 3A     |
| May 25, 8:30 am Mon 201 | 146 Popliuko    | Mon., May 22, 6 pm, Mon 3       |
| May 25, 8:30 am Mon 201 | 156 Popliuko    | Wed., May 24, 6 pm, Chap 208    |
| May 25, 8:30 am Mon 201 | 162 Olkhovsky   | Thurs., May 25, 11 am, Govt 307 |

## SOCIOLOGY

|                         |            |                                |
|-------------------------|------------|--------------------------------|
| May 25, 8:30 am Mon 201 | 001A Huber | Thurs., May 25, 11 am, Mon 103 |
| May 25, 8:30 am Mon 201 | 001B Anker | Fri., May 26, 11 am, Mon 204   |

|                          |                   |                                 |
|--------------------------|-------------------|---------------------------------|
| May 24, 6 pm, Cor 220    | 030Y Harrison     | Wed., May 24, 6 pm, Cor 220     |
| May 24, 4 pm, Cor 227    | 031 Hobbs         | Wed., May 24, 4 pm, Cor 227     |
| May 23, 8:15 pm, Cor 100 | 032A Prats        | Tues., May 23, 8:15 pm, Cor 100 |
| May 23, 8:15 pm, Cor 100 | 032B Prats        | Tues., May 23, 8:15 pm, Cor 100 |
| May 24, 2 pm, Cor 314    | 052A Hobbs        | Wed., May 24, 2 pm, Cor 314     |
| May 25, 6 pm, Cor 100    | 052B Hobbs        | Thurs., May 25, 6 pm, Cor 100   |
| May 23, 6 pm, Cor 220    | 116 Khatcherevian | Tues., May 23, 6 pm, Cor 220    |
| To be arranged           | 153 Khatcherevian | To be arranged                  |
| May 20, 4:30 pm, Cor 223 | 162 Khatcherevian | Sat., May 20, 4:30 pm, Cor 223  |
| May 22, 6 pm, Cor 220    | 164 Parke         | Mon., May 22, 6 pm, Cor 220     |
| May 23, 6 pm, Cor 223    | 166 Landon        | Tues., May 23, 6 pm, Cor 223    |
| May 24, 11 am, Cor 220   | 168 Eisenstein    | Wed., May 24, 11 am, Cor 220    |
| May 22, 6 pm, Cor 223    | 170 Rabin         | Mon., May 22, 6 pm, Cor 223     |

## POLITICAL SCIENCE

|                              |                 |                                      |
|------------------------------|-----------------|--------------------------------------|
| May 25, 4 pm, Govt 2         | 009 Taft        | Thurs., May 25, 4 pm, Govt 2         |
| May 25, 11 am, Govt 101-101A | 010A LeBlanc    | Thurs., May 25, 11 am, Govt 101-101A |
| May 22, 11 am, Govt 102-102A | 010B Purcell    | Mon., May 22, 11 am, Govt 102-102A   |
| May 24, 11 am, Govt 1-2      | 010C Morgan     | Wed., May 24, 11 am, Govt 1-2        |
| May 24, 6 pm, Govt 102       | 010D Robinson   | Wed., May 24, 6 pm, Govt 102         |
| May 22, 8:30 am, Mon 104     | 104 Allensworth | Mon., May 22, 8:30 am, Mon 104       |
| May 22, 8:30 am, Mon 103     | 112A Stout      | Mon., May 22, 8:30 am, Mon 103       |
| May 23, 2 pm, Govt 3         | 112B Gyorey     | Tues., May 23, 2 pm, Govt 3          |
| May 22, 6 pm, T.H. 200-200A  | 112C Elliott    | Mon., May 22, 6 pm, T.H. 200-200A    |
| May 22, 6 pm, Mon 202        | 118 Banks       | Sat., May 20, 8:30 am, Mon 202       |
| May 22, 6 pm, Govt 3         | 120 Allensworth | Mon., May 22, 6 pm, Govt 3           |
| May 25, 4 pm, Govt 1         | 122 Morgan      | Thurs., May 25, 4 pm, Govt 1         |
| May 23, 2 pm, Govt 102-102A  | 172A Reich      | Tues., May 23, 2 pm, Govt 102-102A   |
| May 22, 6 pm, Chap 110       | 178 Greyson     | Mon., May 22, 6 pm, Chap 110         |
| May 23, 6 pm, Govt 302       | 182A Frank      | Tues., May 23, 6 pm, Govt 302        |
| May 23, 6 pm, T.H. 200-200A  | 182B Neuman     | Tues., May 23, 6 pm, T.H. 200-200A   |
| May 23, 2 pm, Govt 302       | 190 Nimer       | Tues., May 23, 2 pm, Govt 302        |
| May 25, 4 pm, Govt 407       | 192 Reich       | Thurs., May 25, 4 pm, Govt 407       |
| May 24, 8:30 am, Govt 101A   | 194 Michael     | Wed., May 24, 8:30 am, Govt 101A     |
| May 24, 4 pm, Govt 304       | 197A Purcell    | Wed., May 24, 4 pm, Govt 304         |
| May 26, 8:15 pm, Govt 200    | 199 LeBlanc     | Fri., May 26, 8:15 pm, Govt 200      |

## PSYCHOLOGY

|                                |              |                                      |
|--------------------------------|--------------|--------------------------------------|
| May 24, 8:30 am, Govt 102-102A | 001A Johnson | Wed., May 24, 8:30 am, Govt 102-102A |
| May 25, 11 am, Govt 1          | 001B Rice    | Thurs., May 25, 11 am, Govt 1        |
| May 22, 6 pm, Stuart 201       | 001C Rucker  | Mon., May 22, 6 pm, Stuart 201       |
| May 24, 11 am, Mon 104         | 006 Walk     | Wed., May 24, 11 am, Mon 104         |
| May 22, 6 pm, Govt 200         | 008A Tuthill | Mon., May 22, 6 pm, Govt 200         |
| May 23, 2 pm, Mon 201          | 008B Rice    | Tues., May 23, 2 pm, Mon 201         |
| May 24, 4 pm, Mon 103          | 022A Sheldon | Wed., May 24, 4 pm, Mon 103          |
| May 23, 6 pm, Mon 104          | 022B Shore   | Tues., May 23, 6 pm, Mon 104         |
| May 22, 6 pm, Mon 103          | 029 Johnson  | Mon., May 22, 6 pm, Mon 103          |
| May 25, 8:30 am, Govt 2        | 010A Hunt    | Thurs., May 25, 8:30 am, Govt 2      |
| May 26, 4 pm, Govt 101-101A    | 010B Silber  | Fri., May 26, 4 pm, Govt 101-101A    |
| May 20, 8:30 am, T.H. 200-200A | 118 Rucker   | Sat., May 20, 8:30 am, T.H. 200-200A |
| May 25, 4 pm, Govt 102-102A    | 131 Hunt     | Thurs., May 25, 4 pm, Govt 102-102A  |
| May 25, 6 pm, Mon 101          | 131B Bersh   | Thurs., May 25, 6 pm, Mon 101        |
| May 20, 8:30 am, Mon 201       | 144 Mosel    | Sat., May 20, 8:30 am, Mon 201       |
| May 25, 6 pm, Mon 102          | 145 Cohen    | Thurs., May 25, 6 pm, Mon 102        |
| May 24, 11 am, Mon 201         | 151 Tuthill  | Wed., May 24, 11 am, Mon 201         |
| May 23, 6 pm, Mon 204          | 161 Caldwell | Tues., May 23, 6 pm, Mon 204         |
| May 20, 4:30 pm, Mon 104       | 196 Caldwell | Sat., May 20, 4:30 pm, Mon 104       |
| May 26, 11 am, Govt 303        | 198 Rucker   | Fri., May 26, 11 am, Govt 303        |

## RECREATION FOR MEN

|                          |              |                                |
|--------------------------|--------------|--------------------------------|
| May 26, 11 am, Bldg K    | 132 Clapp    | Fri., May 26, 11 am, Bldg K    |
| May 24, 6 pm, Stuart 206 | 162 Thompson | Wed., May 24, 6 pm, Stuart 206 |

## RECREATION FOR WOMEN

|                          |              |                                |
|--------------------------|--------------|--------------------------------|
| May 26, 11 am, Bldg K    | 132 Clapp    | Fri., May 26, 11 am, Bldg K    |
| May 24, 6 pm, Stuart 206 | 162 Thompson | Wed., May 24, 6 pm, Stuart 206 |

## RELIGION

|                          |             |                                  |
|--------------------------|-------------|----------------------------------|
| May 23, 2 pm, Mon 104    | 010A Jones  | Tues., May 23, 2 pm, Mon 104     |
| May 25, 6 pm, Mon 202    | 010B Jones  | Thurs., May 25, 6 pm, Mon 202    |
| May 24, 11 am, Govt 101  | 059 Wallace | Wed., May 24, 11 am, Govt 101    |
| May 20, 8:30 am, Mon 204 | 060A Yeide  | Sat., May 20, 8:30 am, Mon 204   |
| May 22, 6 pm, Mon 204    | 060B Yeide  | Mon., May 22, 6 pm, Mon 204      |
| May 22, 8:30 am, Mon 1   | 104 Wallace | Mon., May 22, 8:30 am, Mon 1     |
| May 20, 4:30 pm, Mon 202 | 127 Kepler  | Sat., May 20, 4:30 pm, Mon 202   |
| May 25, 4 pm, Mon 104    | 132 Ruether | Thurs., May 25, 4 pm, Mon 104    |
| May 25, 8:30 am, Mon 104 | 136 Seaman  | Thurs., May 25, 8:30 am, Mon 104 |
| May 23, 6 pm, Mon 202    | 172 Wallace | Tues., May 23, 6 pm, Mon 202     |

## SLAV LANG &amp; LIT

|                          |               |                                 |
|--------------------------|---------------|---------------------------------|
| May 25, 4 pm, Mon 2      | 001 Key       | Thurs., May 25, 4 pm, Mon 2     |
| May 22, 8:30 am, Cor 317 | 002A Sandor   | Mon., May 22, 8:30 am, Cor 317  |
| May 20, 8:30 am, Mon 2   | 002B Sandor   | Sat., May 20, 8:30 am, Mon 2    |
| May 23, 2 pm, Chap 208   | 002C Yakobson | Tues., May 23, 2 pm, Chap 208   |
| May 24, 11 am, Mon 2     | 002D Thompson | Wed., May 24, 11 am, Mon 2      |
| May 23, 6 pm, Mon 2A     | 002E Sandor   | Tues., May 23, 6 pm, Mon 2A     |
| May 24, 11 am, Mon 3A    | 003 Key       | Wed., May 24, 11 am, Mon 3A     |
| May 25, 11 am, Chap 208  | 004A Sandor   | Thurs., May 25, 11 am, Chap 208 |
| May 26, 11 am, Mon 300   | 004B Thompson | Fri., May 26, 11 am, Mon 300    |
| May 25, 6 pm, Mon 300    | 004C Key      | Thurs., May 25, 6 pm, Mon 300   |



# Arts and Entertainment



AT THE CHALK-IN behind Monroe students "share a square" and express their artistic talents.

Photo by Cole

## Experiment in Art

### Light is 'Massively Moving'

by Berl Brechner

MITCHELL JAMIESON'S experiment in art which he presented to GW in Lisner last Tuesday was an innovation, to say the least, and it was also an enjoyable expression of art.

Like a kid with a new toy, Jamieson and his assistants dabbled with their art materials and projected their experimentations on the walls, ceiling, a front screen, and the audience in the auditorium. Accompanying the visual expression, at times, was sound ranging from Shankar-like sitar music to the full recorded conversation of Gus Grissom to ground control during his Liberty Bell 7 semi-orbital space flight.

The program, divided into four segments, was informal, very informal. And surely, one showing of Jamieson's art is never the same as the next.

Jamieson's experimentations, projected with the use of four opaque projectors at different places in Lisner, evoked spontaneous "oohs," "aahs" and applause from the audience. And his art was, at times, beautiful and massively moving.

For his effects in the first section, Jamieson used pyrex dishes containing water into which an assistant dropped 3-in-1 oil and on top of that a drop of colored India ink. The swirls and movements, expansions and contractions of color were projected to fill all the wall and ceiling space of the auditorium. Also used were dishes of detergent into which colored masses of oil were dropped. The detergent, in a grand spectacle on the wall and ceiling, emulsified and dissolved the oils.

While this was happening, Jamieson was projecting kaleidoscope like slides on the front screen. On his projector he had a revolving polaroid filter which shows light from only one direction. As the filter revolved, portions of the slide appeared, disappeared, reappeared at varying rates as the revolution speed was altered. The filter also characteristically alters the color patterns of what is being shown.

In the second piece, Jamieson's assistants on three projectors drew different patterns on acetate sheets covered with black. As the lines were drawn on the sheets, huge swirls, dots, splashes and spirals of white grew and immersed the audience.

The focus on the projectors was constantly changing and the images were constantly being moved.

The third section of the showing, after the intermission, was an ode to Gus Grissom, Jamieson flashed images, a few seconds each, onto the front screen. Some were nudes, some were faces, some were pictures of space-suited men. The wall projectors showed different slides and designs.

The audio accompaniment to this piece included the blips and beeps of five different satellites and the tape of Grissom's space flight juxtaposed with a tape of an African tribe.

During all four sections of the program, sponsored by the GW art department and the Society of Washington Artists, a moving screen of drawings, patterns or designs was irregularly passed across the projectors. When used by several projectors in unison,

the effect could be of a tremendous upward surging, spiraling, or downward rush.

The last segment was a movie projector showing a constantly moving pattern just above a moving pattern shown by Jamieson on the front screen. This was in black and white and not as effective or startling as the past segments of the program had been. And the program was getting long.

Jamieson deserves praise for his experimental work. That it will become a wide-spread art form is doubtful because of the equipment, space, and staff necessary to show one of his "paintings."

As a professor of art at the University of Maryland, Jamieson is fortunate to have students aiding him in his project. And the students are fortunate to have such a novel and exciting experimenter to work under.

## Orchestra Finales Feature 'Elijah,' Parris Concerto

THE GW DEPARTMENT of music has announced the final three program of this season of concerts.

On Wednesday, April 26 the GW Chorus and Orchestra will combine to present Felix Mendelssohn's "Elijah." Jule Zabawa director of the Chorus will sing the role of Elijah, George Steiner will conduct the performance.

The GW String Quartet, (George Steiner, first violin; Patricia Cochran, second violin; Leon Feldman, viola; and Helen Coffman, cello) will present an evening of chamber music Thursday, May 4. The program will include Haydn, "Lark" Quartet; Bloch, "Two Pieces"; Webern, "Quartet" (1905); and the Ravel Quartet.

Tuesday, May 9 the GW Orchestra, George Steiner, director, will present a concert featuring pianist Cecelia Porter of the University's music faculty as soloist in the Piano Concerto No. 1 by Robert Parris. The complete program is: Bach-Walton "Sheep May Safely Graze;" Mozart, Symphony No. 1; Schubert, German Dance No. 2; Parris, Piano Concerto No. 1; Gershwin, Porgy and Bess Suite; and Ros-

sini, Overture to the "Barber of Seville."

All programs will begin at 8:30 pm in the University's Lisner Auditorium. All programs are open to the public free of charge.

## Tom Paxton To Blend Ballads, Sardonic Protests

TOPICAL FOLK-SINGER TOM PAXTON will make his Washington debut Saturday, April 29 at 8:30 at Lisner Auditorium.

Paxton, who has authored many of the songs found in the repertoire of other leading singers including Pete Seeger, Judy Collins and The Mitchell Trio, will play Washington following his sold-out Carnegie Hall debut earlier this year.

Of that performance the New York Times music critic Robert Shelton wrote:

"Movement was the key word for the young Oklahoma-born minstrel, for his material is flooding out with great immediacy...Mr. Paxton exhibited wit, verve and a fine sense of the sardonic...his drive and energy point toward another area where our pop and folk music is speaking viably to and for a generation..."

Of his art, Tom Paxton has this to say:

"I think it's important to know all the verses of 'Froggy Went A-Courtin' before you can write your own songs. That's the thing wrong with so many young writers. They start right in playing their own songs. You have to evolve."

Tickets for the April 29 Tom Paxton concert are priced at \$4, \$3.50, \$3 and \$2.50 and are available at the Talbert Ticket Agency in the Willard Hotel, Learmont Records in Georgetown and the Alexandria Folklore Centre, 205 North Royal Street, Alexandria, Virginia.

## Dimock Gallery

### Art Sought for Spring Show

THE DIMOCK GALLERY is soliciting works for a Spring Student Art Show opening May 5 and running through May 25.

Works may be submitted for entry in the show by all students enrolled in the University who have been, or are now enrolled in a studio art class at GW.

Students wishing to enter their work in the show must turn it in at the Dimock Gallery in Lower Lisner Lounge between 1 and 5 pm on Monday May 1. Entrants whose work will be exhibited will be notified by mail before May 4. All other works must be picked up on May 4 between 1 and 5 pm.

On Friday, May 5, prizes will be announced and the show will open to the public.

Below are the rules for en-

### Student Discounts

TICKETS for the Olney Theatre production of "Richard III" are being offered at a discount to students in the Student Union ticket office.

The tickets cost \$2 and may be purchased for performances at 8 pm Wednesday, Friday and Saturday, May 3, 5, 6, 10, 12 and 13.

Students wishing to take advantage of the offer are advised by the theater to purchase their tickets at least 48 hours in advance of the performance they plan to see.

The Olney Theatre is located in Olney, Md., on Route 108 between Georgia Avenue extended and New Hampshire Avenue.

Tickets will cost \$3 if purchased at the Theater's box office.

tries as announced by the Dimock Gallery:

**PAINTING:** All paintings must be stripped or framed appropriately without screweyes or hooks. No wet paint is allowed.

**SCULPTURE:** All sculpture must have its own appropriate base.

**GRAPHICS:** Graphics must be matted in hinged, double mat board signed properly.

**DESIGN:** Two and three-dimensional.

**PHOTOGRAPHY:** Photographs must be mounted on board. Color and black and white accepted.

According to the Gallery, not more than three items in anyone of the above categories can be submitted.

### At Fourth Show

## Young Painters Exhibit Variety

by Toni Falbo

THE AMBITIONS of artists are rarely realized without a fury of conflict. This seems to have been the case with the Young Painters Gallery.

Last November five student artists changed an abandoned Chinese laundry into an art gallery. Despite the success of the show (\$1000 netted) the young painters couldn't renew their lease. They became artists without a wall to hang their canvases. But they rallied and with the aid of GW were leased their second home, 600 22nd St.

While currently exhibiting their fourth show, they are very optimistically planning their fifth, even though they are leasing the house on a month-to-month basis.

This fourth show is possibly the best of the year. Its opening April 8 attracted over 500 people to see paintings, pottery, and prints. Draper's pieced canvases, Brian Sebastian's bearded faces, and Blumenthal's variety of textures and colors are exciting examples of young art by young artists. Terry Coffman's works appear in canvases

and sketches. Brown's paintings and Brumbaugh's pottery complete the display. The first floor features a psychedelic bicycle—a vehicle designed for special trips.

The five founders of the gallery are Monte Leake and Karl Vermandois, GW graduate students in art; Susan Kapproff, a GW senior; and Brian Sebastian and Terry Coffman, both Corcoran students.

The current exhibit will continue until April 30. The gallery is open from 1 to 5 pm Thursday through Sunday.





## Bluegrass, Philosophy Talk At Agora; Essig to Perform

A UNIQUE SOUND was to be found at the Agora last Wednesday night when the Greenbrooke String Band got both of themselves together for an evening of entertainment.

Playing instruments such as flute, banjo, Kazoo de Gambe and sitar, Ted Green and Steve Brooke presented Bassa Nova, bluegrass and blues sounds. Asked about their music, their only comment was that it was "bioethomusicologically sound."

Sunday night, Miss Barbara Dunham gave her first reading at the Agora to an audience of students and faculty, among her

JOHN BARTH, author of "The Sot-Weed Factor" and more recently, "Gile's Goat Boy," will give a reading with commentary in the Library's auditorium. No tickets are required for the reading, which will take place May 1, at 8:30.

well-received selections of literature were portions of Shakespeare, in honor of his birthday.

Tomorrow night, Dave Essig returns for his final performance of the season. Known also to Agora-goers as the leader of the Needle's Eye, Essig will play alone, presenting some of his own compositions as well as familiar favorites. His set will begin at 10 pm.

Friday will be somewhat of an experiment for the Agora. A night of bluegrass music will be presented and those who play are asked to bring their instruments for an evening of spontaneity. Mark Damon, presently a member of the Foggy Bottom Blues Band who has played bluegrass professionally, will appear along with others.

Sunday, Dr. Carl Pfuntner of the philosophy department will give a talk on James, Dewey and Santayana at 10 pm.

STUDENT DIRECTED one-act plays came to Studio A last Friday and Saturday nights, presented by the directing class.

In the picture at upper left, Margaret Twiss is seen in a scene from Jean Anouilh's "Cecil" directed by Lynn W. Seinfeld.

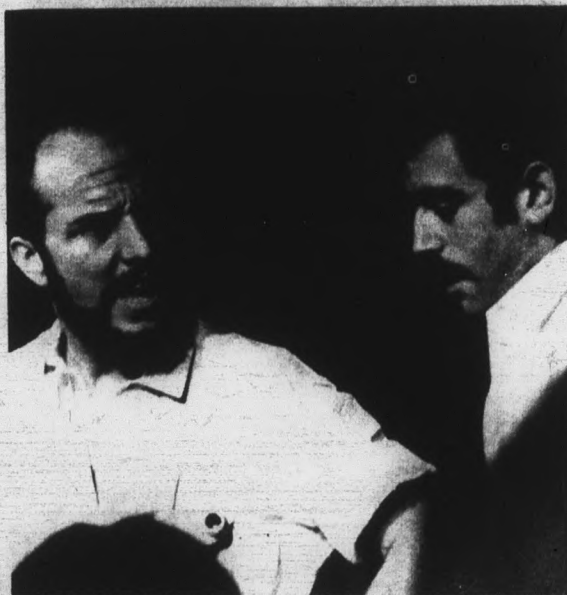
At Upper right is a scene from the nebulous comedy "The Sandbox" by Edward Albee. ("Note Grandma in the sandbox in the center of the picture.) Below this is a close-up of demented but bull-headed Grandma, played by Mary Jane McGill. The production was directed by Sandeigh West.

At bottom is a scene from Tennessee Williams' "27 Wagons Full of Cotton" directed by

Linda Knight Youchah. At left is Richard Dupree; right is David Sitomer.

The productions were

extremely well-received by the crowded audience in the small Studio A theater workshop.



Photographs by Berl Brechner

## Financial Difficulties Curtail Activities of Washington Gallery

by Berl Brechner

A PRESENT LACK of finances and the improbability of obtaining any more money in the near future is causing a cutback in operations at the Washington Gallery of Modern Art, according to Gallery Director Charles W. Millard.

According to Millard, the Gallery's last exhibition brought in from outside will close on June 25 and no further exhibitions will be planned. At that time, says Millard, the Gallery's 125 object permanent collection will go on display and will be shown indefinitely.

There is hope around the Gallery that enough money will come from somewhere, to enable the Gallery to re-start its program. "We have hopes, but no idea now where the money will come from," said Millard.

The Gallery, at 21st and P Sts. NW, has been instrumental in the four years since it opened

in bringing large exhibitions of contemporary photography, sculpture and painting to the city. It has also been the first exhibition place for many relatively unknown painters.

Last summer the Gallery brought in a large retrospective exhibition of the works of Picasso. More recently the Gallery has had exhibits of the works of Philip Pavia, Ray Parker, and Morris Louis.

According to Millard, the twenty members of the Gallery's board of Trustees have been actively seeking financial aid to the Gallery during the past six to eight months. Millard said there had always been a question as to whether Washington could, or would, support a gallery doing mainly exhibitions of experimental art.

Asked about current plans to

obtain money Millard replied, "We can't solicit members under the present situation," Millard noted, however, that some students at Western High School, through their art instructor, had started a Committee to Save the Washington Gallery of Modern Art.

He also noted that there has been much public interest in the Gallery and that area television stations and newspapers have expressed concern.

Millard explained one of the fundamental problems. "Our existence has put pressure on other galleries to be more contemporary and have more varied programs," said Millard, "So we've had more pressure on us."

The gallery will continue operating on its reduced scale, and will maintain its permanent collection.



## The Parking Crisis

# Restrictions Aggravate GW Parking Problem

by Alan May

PARKING is like the weather; we all talk about it but do little to change the situation. However, a few people are now about to tackle the parking situation at GW and a few statistics may be helpful.

To begin with, our parking committees have been wholly concerned with the 2,792 parking spaces on campus-owned land off the streets. It is about time they became equally concerned about the 1,250 parking spaces that could exist on the curbs of our campus area.

The campus area has been zoned to include the area between 19th and 24th Streets, F Street and Pennsylvania Avenue. In that area (we have not included spaces on Pennsylvania Avenue for practical reasons) there exist spaces for about 1,250 automobiles. However, parking restrictions have become so predominant that spaces for only 300 automobiles (24 per cent) remain completely free from restriction, whereas spaces for 325 cars (26 per cent) have been designated as "No Parking Anytime."

It is necessary before going further to point out that available spaces are contested by local residents, merchants and government employees as well as students and some University staff members and faculty.

Another 63 spaces (5 per cent) are off limits all day, from 7 am to 6:30 pm. From 7 to 9:30 am another 250 spaces (20 per cent) are put off limits, and from 4 to 6:30 pm 287 spaces (23 per cent) are withdrawn from parking availability. One-hour parking meters take up 86 spaces (7 per cent) while two-hour meters occupy 150 spaces (12 per cent).

Essentially, between 7 am and 9:30 pm, of 1,250 possible curb spaces, only 612 (49 per cent) can actually contain cars, and of these, 300 are usually filled by the permanent lodgers in the unrestricted zones. Between 9:30 and 4, the additional 250 spaces are opened up, but 150 of these are metered, which deters students with consecutive classes from parking there if they don't want to risk violation.

From 4 to 6:30 pm, when most night students begin to arrive, 287 spaces are withdrawn, leaving but 585 spaces (47 per cent) of the possible 1,250. Again, I mention that the 300 unrestricted spaces probably remain full with the permanent lodgers, a great number of whom, I remind you, have no connection with GW.

We turn now to the traditional off the curb spaces on the University owned land. (The PMI lots are on land now owned by the University.) There are 2,792 parking

spaces on land currently used for lots. However, 775 of these spaces (25 per cent) are on land rented by Colonial Parking and used for commercial use. Our 12,000 students taking courses on campus have the use of 770 spaces (25 per cent) provided in the student lots. The faculty, administration and staff have 715 (23 per cent) designated for their use; and the University Hospital doctors,

staff, nurses, attendants and visitors have lot space for 532 (17 per cent) cars.

The crisis will inevitably get worse because enrollment increases and the tuition rises attract more affluent students, the number of cars brought to GW soars. Yet, because of construction, the parking lot spaces will decrease in the next few years. At the same time, University in-

attention to curb spaces has also allowed a decrease of legal spaces there.

Without master-planning for the entire area, we will find a rapid increase in traffic violations and an ever-growing disenchantment with an urban University which cannot solve the problem of getting its students to class.

## Greeks at a Glance

# Balls, Dinners Spark Week

by Dennis Crabb

The weekend was jam-packed for the Greeks with balls and banquets thrown by the various campus houses. Tau Kappa Epsilon led off with its annual Western Party.

The highlight of the evening was the presentation of yearly awards from the international fraternity, voted on by the chapter. The best pledge was Mike Delugg; top athlete, Ed Pine; Mike Roher, top scholar; and Mike McElroy, outstanding new initiate. The highest award which can be bestowed upon an undergraduate, "Top TKE," went to Ken Mundorf. Miss Diane Goodland will reign for the next year as sweetheart.

Sigma Nu took to the hills Saturday and held its annual Frontier Ball near Winchester, Va. Sandy Rambo of Chi Omega was crowned queen of the festivities. The newly elected officers of the chapter were installed; commander, Allie Ash; lt. commander, Bob Van Voorhees; recorder, Jim VanZandt;

treasurer, Jim Turk; reporter, Bob Wayland; alumni contact officer, Greg Brown; historian, Alex Dunlap; chaplain, Bill Cupp; parliamentarian, Ed Baker; sentinel, Steve Driscoll.

Staying on campus, but still causing quite a disturbance, Phi Sigma Kappa threw its annual Carnation Ball.

Two houses held their annual dinner-dance affairs this weekend. Phi Sigma Delta held its Spring Weekend at the Mayflower. The following awards were made; outstanding pledge, Ken Goldberg; outstanding scholar, Allen Snyder; scholastic improvement, Bob Kagan; Washington Area alumni achievement Bob Rosenberg; outstanding athlete Marc Isenberg; outstanding brother, Steve Garfinkel. Lois Abramson was named Sweetheart for the coming year. Outgoing Master Frater Ed Bogota received both the Art Ugel Award and a special presentation. A bagels-and-lox brunch followed on Sunday morning in Lower Lisner.

Founders Day and Rainbow Girls occupied the attention of the

Delts this weekend. Supreme Court Justice Tom Clark was the featured speaker at the dinner held at the house for members of the chapter, their parents and alumni. On Saturday the annual Rainbow Girls affair came to life at the Willard Hotel where Karen Kroesen was crowned Queen and presided over a court of six girls.

On Monday, in celebration of Passover, Alpha Epsilon Pi had its first annual Seder for the brothers and their guests. The fraternity was honored to have among the guests Representative Lester Wolff (Dem., N.Y.). After the service, the entire group enjoyed a traditional dinner prepared by the AEPi chef.

TEP will begin its spring weekend festivities with a hayride this Friday night, followed Saturday by a dinner-dance at the Occidental Restaurant. Presentation of the year's awards will be made and the new officers installed. They include; chancellor, Mike Grabow; vice-chancellor, David Taxin; bursar, Ed Peel; scribe, Peter Tarlow; historian, Mark Gross; and chaplain, Steve Rosen.

## Job Interviews

Career: Los Angeles City School System--MAY 19, 1967. Students interested in an interview, leave name and phone number in the Placement Office.

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For further details and applications see the Placement Office, 2114 G Street, 676-6495.

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## Folger Library Program

## Dr. Kenny to Head Tudor Seminar

DR. ROBERT KENNY, associate professor of history at GW, has been named to head part of a Consortium seminar on Tudor history to be held next year in conjunction with the Folger Shakespeare Library.

He will conduct courses in Tudor Administration for the fall semester and in Tudor Military Affairs for the spring semester. Other courses offered by the Folger Seminar will be Tudor law, social background, religion, and foreign affairs.

In addition, Dr. Kenny and Dr. Clarence C. Mondale, as-

## Law Frat Holds Founders Day

DELTA THETA PHI law fraternity observed its Founders' Day on Sat., April 22, 1967, at the National Lawyers Club with a banquet and speech by the Honorable H. Barefoot Sanders, assistant attorney general of the United States.

Mr. Sanders, touching briefly on the responsibilities of "the largest law firm in the world," moved into the challenges for lawyers and the law profession in our changing times.

The basic problem is that of balancing the rights of the individual against the rights of society, especially in the much publicized fields of criminal law and minorities' rights.

In these fields, Mr. Sanders felt that his department carried more responsibility than merely representing the government in litigation; the department should encourage the passage of key legislation to keep the balance in proper perspective. Inevitably, Mr. Sanders stated, more money must be spent on crime, either in rehabilitation programs or on prisons to contain those who were not rehabilitated.

In minorities' rights, lawyers should not be misled by past accomplishments so as not to expect great challenges in the present and future.

sociate professor of American literature, have received grants from the National Endowment for the Humanities, for research work.

Dr. Kenny will use his National Endowment summer research fellowship in a project to edit for publication the letters of Sir Nathaniel Bacon, also in conjunction with the Folger Library.

The summer research will include transcribing Bacon's letters from the 16th century handwriting, selecting useful items, and arranging them in a topical, continuous order.

"The main body of the work would be the texts of the letters," Dr. Kenny explained, "but I will add notes on the man, his times, and the situations with which he dealt."

"I hope to apply material I gain from my summer work to the administration course of the seminar," he continued. "But the main point of this joint program with the Library is to strengthen the graduate schools in the Consortium, by using the facilities of Folger."

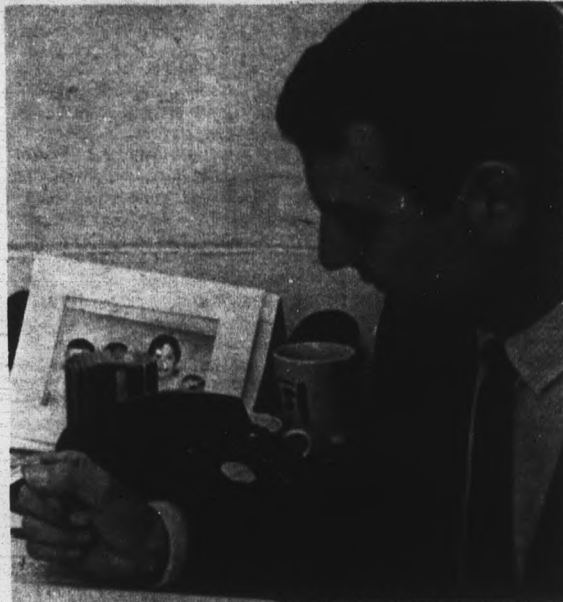
The seminar will be limited to twelve Ph.D. students in history or English who are registered at a university which is a member of the consortium. Those schools included are American, Catholic, Georgetown, GW and Howard.

Doctoral candidates interested in the Folger Seminar should make written application to either Dr. Kenny or Father McDermott at the Folger Shakespeare Library, 201 East Capitol Street. Applications must be received by June 1.

Letters of application should indicate the candidates level of graduate study his fields of interest, and the names of faculty members most familiar with his earlier work.

Mondale's \$42,000 grants, the largest one awarded, will be used to establish a computer-stored bibliography in American studies.

The material filled will be in the area of American socio-



Dr. Robert Kenny, Professor of History

political affairs from 1860 to 1915.

"After this program is completed," Mondale explained, "students will no longer have to dig through previous research to find material. We can feed his question into the computer work."

## Travel Office to Offer Discount World Tour

REDUCED RATES for air travel to London, Paris and Amsterdam are being offered by the GW Travel Office. The savings are available for students, administration, faculty and employees of the University as well as for their families.

The Travel Office is sponsoring a number of group flights to Europe as well as a worldwide tour led by Dean of Students Paul Bissell. Substantial savings are possible. For example, a D.C. to London flight on June 7 and returning Aug. 15, offers an initial savings of 36 per cent, and if 50 or more persons join the flight, there is an additional economy

of 10 per cent.

Optional tours are available with some flights. An alumni charter flight to Paris saves about 60 per cent of air fare. All persons holding degrees from the University as well as June graduates are eligible for the flight, which also offers first class services.

For a special New York to Amsterdam, 21 day excursion flight, University affiliation is unnecessary.

Inquiries may be made at the GW Travel Office, 2029 H Street or by calling 676-6390.

The travel schedule, including price reductions, is listed below.

| DATES:                   | FLIGHT:                                                                                                                 | GW<br>REG. TRAVEL<br>FARE FARE |                      |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------|
|                          |                                                                                                                         | REG. FARE                      | TRAVEL FARE          |
| JUNE 7<br>AUG. 15        | D.C. to London - TWA Jet - Flight \$277.80 - if 50 or more members                                                      | \$517.30                       | \$332.80             |
| JUNE 9<br>JULY 19        | Baltimore to Paris - Pan American Jet                                                                                   | \$557.00                       | \$361.70             |
| JUNE 30<br>JULY 28       | ALUMNICHARTER - D.C. to Paris - Air France Jet - Tour of Western Europe (optional)                                      | \$787.10                       | \$280.00<br>\$620.00 |
| JULY 6<br>THRU<br>AUG. 8 | D.C. to Paris - Air France Jet - Group Flight \$297.80 - if 50 or more members. Optional student tour of Western Europe | \$559.10                       | \$363.80<br>\$595.00 |
| JULY 24<br>AUG. 21       | Round the World - All Inclusive Tour with Dean of Students Paul V. Bissell                                              |                                | \$1,695.00           |
| AUG. 31<br>SEPT. 21      | N.Y. to Amsterdam - KLM Jet - Group Flight Special 21 day excursion                                                     | \$526.30                       | \$331.00             |

## HEW Grant to Aid Rehabilitation Project

The University has received a grant from the Vocational Rehabilitation Administration of HEW for graduate students in the Rehabilitation Counselor Education program, under the direction of Dr. Daniel Slinick, professor of education at GW.

The two year program is designed to equip each student with the requisite knowledge and skills, through a combination of selected coursework and fieldwork, to prepare him for immediate employment as a rehabilitation counselor.

Practical experience in rehabilitation service agencies in the Washington area will ac-

company coursework from the start and fieldwork will increase during the second year of the program as part of the student's preparation for a career in rehabilitation counseling.

Coursework in the program will include a series of seminars to integrate the varied experiences of students. The interdisciplinary curriculum will include professional instruction in the areas of medicine, psychology and sociology. Course content will include instruction in individual and group counseling, use of community resources, career development, psychosocial aspects of disability, and research in rehabilitation.

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# Remedies Sought for Adams Hall Squabble

IN A RECENT meeting of the Adams Hall Dorm Council Paul Zaman was elected president to replace Brad Cummings who was removed from office two weeks ago.

Protesting the Council's actions in the impeachment, the fifth floor and its supporters withdrew from the Council on April 4 and formed a Constituent Assembly. A petition being circulated by the Assembly, demands the disbanding of the present council and the establishment of a new hall government.

The two main points of controversy revolve around the method of the impeachment and the responsibility of the Council members to their constituency.

At the council meeting two weeks ago the members of the council were led to believe that they would receive the resignation of Brad Cummings. Cummings decided not to resign at the request of several dorm residents. The Council then withdrew into executive session to proceed with the impeachment.

Agetstein maintains that the

impeachment, since it was executed in private ballot, gave the dorm residents no opportunity to voice their opinions.

Warren Broughton, secretary of the Hall Council, explained that, according to the constitution, the president is elected by the Council members.

Zaman stated "the constitution is rather vague in stating whether Council members are delegates or representatives. It uses the two terms interchangeably."

At the meeting last Tuesday several amendments to the constitution were proposed and were sent to the Constitutional Committee.

One of the proposals stated that any "motion may be vetoed by a petition from the majority of the dorm" and another stated that "the Council president be elected by the residents."

The petition, at present, has thirty-six signatures with at least one signature from every floor except the third. Agetstein is hopeful that they will have the needed majority soon. Once the assembly obtains a majority they plan to request new dorm elections.

## HumRRO Controversy

# Value of Project Questioned

by Harold Sparck

THE REPORT MADE public last week by the GW administration from the Middle States Accrediting team denounced GW's relationship with Human Resources Research Organization, and recommended, according to the Hatchet, "that it (HumRRO) either be 'spun off' or integrated with the University."

Established in 1951, HumRRO has been called "a bunch of eggheads turned loose to tell the military how to fight better" by a Baltimore Research and Development official. Located at 300 N. Washington Blvd., Alexandria and employing 275 people, HumRRO investigates theoretical motivation in combat, training and psychological warfare. Now a \$2.7 million per year operation, the organization supplies one-fourth of GW's income from sponsored research.

HumRRO's credentials are impressive. Its work programs have been evaluated by Gen. W.W. Dick, Jr., chief of Army research and development as "bringing more benefit per dollar than any other Army project." Professor Benjamin Van Evera, former dean of sponsored re-

search, considers HumRRO "the finest group of its kind in the country."

The Middle States team questions the GW-HumRRO relationship which in 1964 made the University the 13th largest recipient of contracts to colleges from the Pentagon.

Recently, Congressional investigators and some units of the American Association of University Professors have referred to tightly controlled military research programs as "changing the role of the colleges from centers of independence into in-house research laboratories for the federal government." They are concerned about military funding, not federal money.

HumRRO has offered little to the University academically, and its programming has been designed independent of GW control. In its 16 year history, the organization has never employed a GW faculty member, nor has it trained any GW graduate students.

Saul Levinsky, research information officer at HumRRO stated that the applied nature of the work which is "80 per cent of our effort," its non-academic tone, and the imposed travel were

the reasons GW could not make better use of HumRRO's facilities.

University President Lloyd H. Elliott, however, offers a defense of sponsored research at GW by citing it as being the "backbone of the graduate program."

Gen. J.W. Vogt, director of policy planning to the assistant Secretary of Defense, sums up the Army's position and defends HumRRO as appendages to the military research and development establishment. "We are extremely tough the way we task these people (University contracts)," he says, "Our own criteria at Defense is that work by these groups must support the efforts we are charged with and it must justify itself on these grounds. If it is not producing and not getting answers for us, we chop it."

Preparatory program planning, Levinsky pointed out, "is done through HumRRO's administrators and the Army's Office of Research and Development, then it is sent to Bright (Harold Bright, GW dean of faculties, the University official charged with directing sponsored research) and the Army contracting agent." The absence of a GW official in negotiations throws doubt on the control the University maintains over the program.

HumRRO, originally founded to study military efficiency in Korea, now investigates military effectiveness in Vietnam.

In HumRRO's applied counter-insurgency work, the 1966-67 workbook (which can be obtained from the Clearing House on Scientific Information, Department of Commerce) lists four projects. One program, "Action: Research Improvement of Infantry Counter-Insurgency Measure" was specially cited as a result of the Army's curiosity in limited warfare programs.

Inevitably a compromise must be made, for GW cannot do without HumRRO financially, and the Army's moving of HumRRO, if GW control is proposed, could create great expense and the disruption of a valuable research staff.

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# Water, Fireworks Shower Thurston Hall Evacuation

EVACUATING THEIR DORMITORY during a fire drill, residents of Thurston Hall, exiting through the back of the building were bombarded with water balloons and some type of fireworks in a pre-curfew fire drill last Thursday.

Resident assistants of Mitchell Hall were attempting to end the balloon tossing when the explosive was thrown from a yet undetermined point in front of the building. It is believed that the explosion occurred just above the ground as a stream of smoke arched from the Hall, according

to the Thurston residents involved.

A Thurston guard standing in the alley entered Mitchell Hall to investigate but found no clues to the explosives. Investigation is still under way but there are no plans for a thorough search as conducted in Adams Hall last week.

Although there was no damage, Thurston residents were frightened by the explosions. A municipal ordinance forbids people evacuating a building from crossing the street except in emer-

gencies so they won't hinder fire equipment. The residents, therefore, had to stand in front of Mitchell and wait to return into Thurston.

There have been suggestions for changing the outside fire stations of the various floors to avoid having the residents wait in front of Mitchell Hall. However, in reference to the use of the alley as an exit, Miss Edith Gross, resident director of Thurston, said, "We definitely have to use the alley. There is no way around it."

## Birth Control Speech Upsets Boston College

BOSTON, Mass., (CPS) -- A speech by New York birth control and legalized abortion advocate William Baird led last week to disciplinary action against five editorial board members of the Boston College HEIGHTS.

The journalists, who were denied the use of the school's auditorium to present Baird, held the event in the newspaper's office. A public address system transmitted Baird's message to more than 500 students who lined the halls outside the office.

Baird, who was arrested two weeks ago when he distributed birth control devices during a Boston University speech, "forfeited his right to an appearance" because of his earlier actions, according to Rev. George L. Drury, director of the Jesuit school's student personnel services.

Massachusetts law provides that only a registered physician may distribute birth control information or devices, and that only to married persons over 21 years of age.

Drury said the school did not object to Baird's subject, but took issue with the manner of his presentation. "The idea we would be fearful of his ideas is totally false," the administrator stated.

The editors' actions will be reviewed by the school's conduct committee. No date has yet been set for a hearing.

Stated Drury, "I do believe a private institution does have the right to actually set some limits to the type of person, his character and sense of responsibility" who is allowed to speak.

Drury said that the college "must do this if it is going to fulfill its educational function. He said in an interview that Boston College had never refused a speaker with a "truly academic and professional opinion."

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## WRGW Daily Schedule

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| Time  | Program                                                                    |
|-------|----------------------------------------------------------------------------|
| 6:00  | Sign-on; world news from UPI (also broadcast at 8, 9, 10, 11, and 12).     |
| 6:05  | "Eveningtime"—light music.                                                 |
| 7:00  | Evening news summary—world, national and campus news; sports and features. |
| 8:05  | "GW Night Sounds"—music, variety.                                          |
| 11:05 | Campus news and sports.                                                    |

### Sunday Schedule

|       |                                                             |
|-------|-------------------------------------------------------------|
| 6:00  | Sign-on; Rick Mooock Show—show music, big bands and comedy. |
| 7:00  | "Collage"—features and interviews with Bruce Smith.         |
| 9:00  | Josh Evans Show—folk music.                                 |
| 10:00 | Willie Lomax Show                                           |

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Hatchet

## SPORTS



BASEBALL, GW style, is one of the more exacting sports.

## Crew Strokes by Drexel, AU, At Philadelphia Meet

GW'S VARSITY CREW scored its second straight victory Saturday, defeating Drexel and American University in a triangular meet on the Schuylkill River in Philadelphia.

Starting at 41 strokes per minute, the Colonials took the lead and held it throughout the race. Settling to a 35 stroke per minute pace for the body of the race, the Buff led Drexel by one and a quarter lengths at the half-way mark, with American a distant third. The lead at the finish was increased to three lengths over Drexel and seven lengths over American, as the GW crew sprinted the last quarter at 37 strokes per minute.

A 15 knot headwind and rough water kept the time slow. The Colonials' winning time for the 2000 meter course was 7:25;

Drexel's time was 7:39.

The Junior Varsity lost its race with the Drexel jayvee team. The winning time was 7:41 with the Colonials 3 1/2 lengths behind at 7:56. In a separate race, the American freshmen crew defeated the Drexel freshmen.

The weekend's victory brings the Colonial's conference record up to two wins and one defeat. Saturday, the team meets Richmond Professional Institute on the home course at Thompson's Boat Center. The area championships will be held there the following week.

Rowing for the varsity were Ron Roos, Stacy Deming, Jack Fancher, Calvin James, Dennis Mullen, Bob Foote, Cappy Potter, Ken Foote at stroke, and Craig Sullivan was the coxswain.

Rowing for the junior varsity

were Allan Krieglitz, Bill Shaw, Paul Hagan, Wayne Dees, Eric Bishop, Arthur Simms, Al Zuckowitz, Jim Chromiak at stroke and Andy Brown, coxswain.

### Old Men Workshop...

OLD MEN will hold a workshop on Sunday, April 30, at 8:30 pm in the cafeteria of Thurston Hall. All those who petitioned for membership in Old Men should attend. S.C. Freshman Director Bob Trache will speak on the summer pre-registration program.

### Lacrosse Action

DUKE UNIVERSITY'S LACROSSE arrived on time; the

## Buff Split Two Games Lose to Pitt, Down GU

THE BUFF erupted for seven runs in the seventh inning to wipe out a Georgetown lead, and pace the way for a 14-10 victory Saturday on the Hilltop.

The Hoyas carried an 8-7 lead into the seventh but it soon disappeared as disaster set in for pitcher Tom Sullivan. Ned Scherer led off the seventh with a walk and Rick Barton singled him to second. After Dave Spiker struck out, Joe Lalli doubled, scoring Scherer. Dave Sollenberger singled home Barton putting the Buff in front. When Sullivan attempted to pick off Sollenberger, Lalli stole home.

Bernie Day singled and Gary Brain singled in Sollenberger. Jimmy Snyder's single scored Day with the fifth run of the inning. Terry Grete struck out, but Scherer, up for the second time in the inning singled to score Brain. Barton reached on an infield single, scoring Snyder with run number seven. Spiker had the misfortune to end the inning with his second out of the inning, by popping up.

Gordon Bauer, who pitched only the sixth inning, picked up the win to even his record at 1-1. The Buff is now 3-11 for the season, while Georgetown is 2-8. This was the Buff's second straight win this year over the Hoyas.

Tomorrow the team battles American at American, then takes on William and Mary for a doubleheader on May 1 at home.

GW'S BASEBALL COLONIALS went down in defeat to PITT 2-0 April 19 at the West Elipse. A pitcher's battle from the start, the game matched the fast but wild pitching of visiting hurler Welty against the slower control

pitching of Buff moundsman Pacella.

Pacella kept the Pitt hitters guessing, giving up an unearned run in the second after third baseman Spiker's error and an earned run in the ninth on a bases-loaded single to right out off by second-bagger Sollenberger and resulting in a run-down for the final out. Pacella struck out nine and walked only two, both in the ninth and both semi-intentional.

While Pacella was doing a good job of keeping the Pitt hitters at bay, he was getting no help at all from his own team in the hitting department. Buff batsmen mounted a threat in the first on hits by Lalli and Brain but were unable to put a man across the plate. These two singles turned out to be the only hits GW would get off Welty. For the next eight innings, Colonial hitters couldn't hit anything but the wind; seventeen strike outs for the game.

After the first, the Colonial offense consisted of seven walks and an error. Rick Barton got to third in the fifth on a two-base error and a ground-out but died there when Scherer struck out. Hitting leaders for the Buff were Scherer and Snyder, each with two walks. The Pitt attack was paced by clean-up hitter Cooke, who collected a single and double and teammate McKenzie whose two singles each drove in a run.

The game was Pitt's first of the year. For GW it meant a 2-11 record and 2-4 for Pacella whose earned run avg. remains one of the best in the Southern Conference.

### At River Bend

## Golf Team Runs Streak to Four

THE COLONIAL GOLF TEAM captured a pair of victories last week to run its win streak to four in a row.

Last Monday they crushed American, 6-1, and on Thursday, pinned a 5 1/2-1 1/2 setback on the Pitt Panthers, both at River Bend. This increased the Buff's record to 6-4 for the season.

Against AU, Bobby Bowers and Lou Rubino shared medalist

honors, each shooting a one-over par 72. Both men won their matches handily, as did Jim Galvin, with a 73, Larry Den, who shot a 77, and Bernie Williams, with a 78. Ed Berkin, playing in his first match of the year, picked up the Buff's sixth point, carding a 79.

Scores were slightly higher in the Pitt match because the match was played from the back

tees, making the course 6800 yards long.

Bobby Bowers and Lou Rubino again shared scoring honors with 74's. Each defeated their opponents, as did Galvin, with a 75, Den, with a 78. Bernie Williams won the last four holes of his match with three pars and a birdie to halve his match, as did Dick Sachs, with an 83, and Berkin, with a 79.

This is a busy week for the linksmen. Yesterday they played William and Mary; Thursday, it's the annual Alumni match, and Friday they tackle East Carolina, all at River Bend.

The Colonials are pointing to the Southern Conference Tournament, to be held May 8-10, at Myrtle Beach. According to Coach Bob Faris, Davidson will be the team to beat.

first and second mid-fields of GW did not come till mid-way in the second quarter as the Blue Devils, led by Steve Schloss, jumped off to a 6-2 first quarter lead and swamped the Colonials 13-3.

A sudden change in the playing site and a missed telephone call left six GW players searching the playing fields on Haines Point for the game which took place behind a clump of trees, fifty yards off the road.

Schloss, the gun on Duke's attack, opened the scoring at 1:06 of the first quarter by feeding Ken Williams, his crease attackman, off the crease area for a quick stick. He scored his first of five goals seconds later as Duke controlled the face-off and fed to him on a fast break.

The absence of Keyworth and Sims began to tell later in the first quarter as the Colonials began to put the pressure on Duke's defense; but without its two top scorers, GW was unable to dent the nets. Evan Garham, Schloss's partner behind the goal managed to put in two more goals before Ron Blaustine scored on an extra man for the Buff. Schloss countered with an excellent play Dodging Tom Herget behind the goal, he slipped around the face of nets and

was checked by GW's John Fletcher and Harold Sparck. Falling to the ground, he managed to place his shot over the shoulder of John Williams who jumped into the goal when Sparck went out. Garham fed Schloss across the crease for Duke's sixth goal.

Blaustine picked up his second point of the game feeding Cowan off a mid-field pick.

Duke scored three times within a space of 2 minutes at the beginning of the second quarter to increase its lead to 9-2. Duke's coach called off his scorers several minutes later as Schloss scored his third goal on a fast break.

The arrival of the GW mid-field contingent swelled the squad, and GW quickly scored its third goal as Eddie Perl beat his man and slipped the ball under the Duke goalie's stick.

Bruce Corrie, feeling threatened by this outburst, placed his first stringers back in. GW managed to take twenty two shots in the third and fourth quarters but was unable to hit. Perl hit pipe twice and Blaustine's second goal was called back due to a sloppy crease area. He was penalized for having his toe on the line.

Schloss and Garham fed and scored the remaining Duke goals in the fourth quarter.

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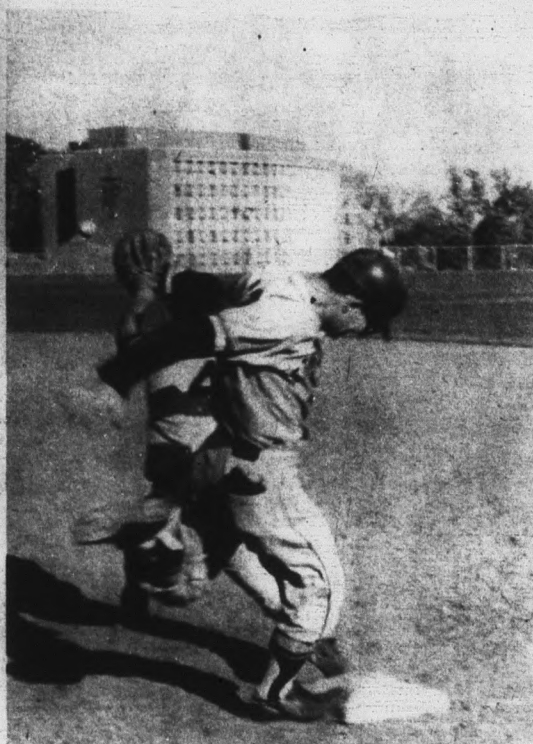
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THERE IS NO PEACE between the Colonials and the Hoyas, and last week's game was no exception. The Buff erupted for seven runs in the final inning, to win, 14-10.



Photographs by Paul Hansen

## Racketmen Extend Streak to Six; Expect Showdown With Wildcats

THE TENNIS TEAM has streaked to victories in six straight matches. The team has defeated American, Old Dominion, Virginia, VMI, Georgetown, and William and Mary. The netters have won the two conference matches (VMI and William and Mary) without losing a point.

Coach Dan Singer said that the team has improved greatly since moving to the clay courts and has yet to lose on this surface. Singer also predicted a showdown with Davidson for the Southern Conference title.

The Colonial's singles lineup has looked strong in the recent

matches. Tom Morgan, the number one player, has displayed his prowess on the clay courts by consistently outsteading his opponent.

Ray Jones has used his serve and overpowering style to win most matches handily at the second spot.

At number three, Ken Ferris has dominated his opponent and has the best record on the squad (11-2).

Tim Taylor at number four uses his forehand to master his opponent. Taylor has the style of game which keeps him on the court after all the other matches are completed but usually wins by a large margin.

Terry Denbow, the number five player, has overcome an early season slump and has looked good in recent matches.

The number six man, Bobby Morgan has improved a lot from last year when he was number four and looms as a heavy favorite at the six position.

The doubles have been rearranged and Coach Singer has put together three balanced doubles teams.

Number one doubles features Tom Morgan and Ferris. They have looked particularly good in the two matches against Georgetown and VMI.

Jones and Larry Onie are at number two doubles. Both of these players have the style of games that are designed for winning doubles. Onie is still nursing an off-season operation on his ankle but seems to have fully recovered.

The surprise doubles team of Taylor and Bill Budke at number three has provided some exciting matches. In the victory over Virginia their match was the deciding one.

The team plays Richmond and East Carolina this week in two more conference matches. The tournament that decides the

championship is only two weeks away and it looks like a repeat two-way race between the Colonials and Davidson.

The team hopes to take the crown from the Wildcats and return it to GW where it has been most of the time throughout the history of the Southern Conference.

### SCORES

GW-9; American -0  
GW-8; Old Dominion-1  
GW-5; Virginia-4  
GW-9; VMI-0  
GW-8; Georgetown-1  
GW-6; William and Mary-0  
(Doubles called because of rain)

## Houston Tourney On Buff Slate

GW WILL PLAY in two basketball tournaments in December. One of these tourneys is the Blue Bonnet tournament which will be hosted by Houston University.

Houston finished third in the NCAA championships last season and features a front line averaging 6'9". Most of this year's players will be back for the Houston squad including All-American Elvin Hayes. This four team festival will be played on Dec. 13-14; the other two teams have not yet been selected.

The other tourney is the Evansville (Ind.) tournament on Dec. 29-30. The field besides GW will be Evansville, Montana and Florida State. Evansville is the defending champion of this festival; they won over Rutgers, New Mexico State, and Arkansas last season.

## Here's the Pitch

by Stu Sirkin

THERE ARE TWO LACROSSE havens in the East; one is Long Island, the other is Maryland. The three perennial lacrosse powers in the U.S. are Navy, Maryland, and John Hopkins. GW is within this Mecca of lacrosse; also, a good percentage of its students come from Long Island and, of course, Maryland. Next question, what about GW's lacrosse team?

Well, actually, it is a lacrosse club; and while it certainly is not a power, it is a dedicated and good unit considering its handicaps. The main handicap is limited practice. The smoothness that comes with practice is not there. The University has provided them with a field (at 23rd and Constitution) for the first time this year, which is some help. However, a schedule of teams like Notre Dame, Duke, and Georgetown, can not lead to a good season.

The man responsible for lacrosse at GW is Harold Sparck. Sparck, now a senior, started the club five years ago. Sparck makes all arrangements, including the scheduling. Next year, with Larry Usiskin of the P.E. department becoming "head of athletic clubs", the team should have more help from and better coordination with the University.

As a club, the lacrosse squad can play people who do not go to GW; although, the majority of the club is GW undergraduates. The key man for the club is midfielder Willie Keyworth. Keyworth is in prep school and will be attending Maryland next year, but this season he is aiding the Colonial outfit. Assistant Coach Ron Blaustine calls him "the finest player I have ever played with or against."

Keyworth and several ex-GW students have been brought in by Bill Sims, a solid player who can play either midfield or attack.

With the exit of football from GW's already limited sports scene, some of the ex-gridmen have turned to lacrosse. Tom Hartag and John Fletcher, both of whom had played lacrosse before, add muscle to a defense anchored by Neil Strohman. Strohman played on an undefeated Arizona squad. Another football man on defense is Ray Spolar.

Football players Jim Isom, Bill Maloney, and John Callan have picked up the game quickly and lead the midfield units along with Keyworth, Anson Purina, Ken Merin, Mike Kuba, Mike Regan, and John Bacon. The attack unit is headed by Blaustine, Sims, Ed Perl, and Mike Williams. Sparck does a yeoman's job in the goal.

GW should do better next year. The schedule has been changed so that it is more suited for club competition. While this season GW has never been really overrun completely, the lack of practice has seriously dimmed Buff prospects. But by next year, some of the new players will have an added year of experience; also, the added aid by the University will improve the overall situation and possibly give the team more depth. Sparck has given lacrosse a start; with a little more student interest, maybe GW could have another varsity sport. GW sure could use a few more.

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## Molnar, Astolfi, Receive Awards

STEVE MOLNAR, GW's standout sophomore fullback, and co-captain Lou Astolfi received the last two awards ever to be given to a George Washington University football player. Joe Lalli, the Colonial cage sparkplug, received the basketball MVP award.

Molnar is now at Utah State, but last season he was the Colonial's leading ground gainer. The soph from Saskatchewan, Canada was voted to the fullback spot on the Southern Conference All-Star team.

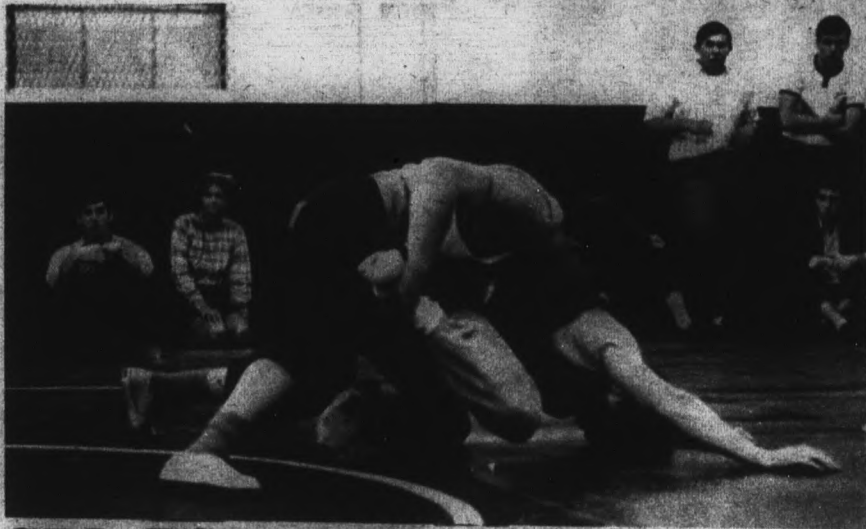
Astolfi, who received the Tuffy Leemans Trophy, played middle linebacker for the Colonial defense. He helped the Colonials at several other positions, also, in his three year varsity stint.

Lalli, at 5'8", led the Colonials in scoring. He was the key to the Buff offense, and one of the few bright spots in a dismal season. Lalli made second team All-Conference and after the season participated in the North-South All-Star game.

The keynote speaker at the dinner was Kentucky cage coach, Baron Adolph Rupp.



## Intramural Spotlight



### GDI, PSD, TEP, Chargers Tied For Saturday "B" Lead

LAST WEEK the Chargers and GDI led the Saturday B softball league with 2-0 records. However, two fraternities, PSD and TEP, sprung upsets of the leaders to propel themselves into a four way tie. All four clubs have 3-1 records with the showdown battles this Saturday. On that

day, TEP faces PSD and the Chargers while GDI also clashes with PSD. In the opening games, GDI face HCA and the Chargers meet a winless SAM squad.

Two Saturdays ago, GDI had conquered PSK and SAM, by scores of 19-5 and 21-5, behind the pitching of Jim Goodhill and

the slugging of Rick Reff, Dave Althouse and Tim Kleky. However, after gaining a forfeit victory over Calhoun, the GDI bats were cooled by the excellent pitching of TEP's Ken Weissblum. With Goodhill not there, GDI had pitching difficulties and went down to a 15-9 defeat.

TEP went on to completely destroy SAM in the second game. TEP's only loss to date has been a 6-5 squeaker to PSK two weeks ago.

The Chargers two weeks ago had conquered HCA and Calhoun, while PSD was downing SAM, but losing to the excellent pitching of Calhoun's Dana Cogan. Then last Saturday, PSD picked up a victory when HCA forfeited. The game against the Chargers turned into a pitching duel between PSD's Ron Daniels and the Chargers' Jim Tilley. Tilley had the better of the duel until the fourth when a PSD rally gave them a 6-4 victory. The Chargers bounced back in their second game to soundly defeat PSK. That left four teams with 3-1 records. This Saturday is the final week of play; at least two teams should be eliminated, but a playoff for the championship seems a strong possibility.

### Delts Head 'A' League Baseball

DELTA TAU DELTA holds a half game lead over Sigma Chi in A League baseball action, as play moves into its third week on Sunday. The Delts are now 3-0, following 8-1 and 6-3 victories over the Chips and AEPI, respectively.

Sigma Chi, which did not play the first week of action, defeated AEPI, 4-2 and Welling, 9-3.

Earlier in the day, Welling handed PSD its first loss of the season in extra innings, 12-11.

SAE evened its season record behind the pitching of Robbie Elliot, by scoring a 5-1 victory over PSD, after blanking DTPhi, 8-0. DTPhi came back in its second game, defeating the Chips, 11-7.

SN and AEPI were the lone twin winners in Sunday B League action. SN defeated SAE in a slugfest, 20-16, and then downed the Delts, 7-5. AEPI defeated the Rejects, 12-8 and PSK, 9-3.

PSK erupted for 15 runs in their second game to defeat KS, 15-3. SAE bounced back to defeat Med, 5-3 and Med split for the day, by

downing KS, 13-7. The Delts rebounded from their rare loss to defeat the Rejects, 11-10.

#### STANDINGS

##### SATURDAY B

|          |     |
|----------|-----|
| PSD      | 3-1 |
| GDI      | 3-1 |
| CHARGERS | 3-1 |
| TEP      | 3-1 |
| PSK      | 2-2 |
| CALHOUN  | 1-3 |
| HCA      | 0-4 |
| SAM      | 0-4 |

##### A LEAGUE

|         |     |
|---------|-----|
| DTD     | 3-0 |
| SX      | 2-0 |
| PSD     | 2-2 |
| SAE     | 2-2 |
| DTPhi   | 1-1 |
| Welling | 1-2 |
| Chips   | 1-3 |
| AEPI    | 1-3 |

### Grappling Finals Scheduled For Thursday Night

WRESTLING FINALS WILL be held this Thursday night beginning at 7:30 pm. There will be nineteen matches. After the first two nights DTD had advanced nine men into the finals, SAE had eight, and TEP and SX five each.

The pairings for the championship round are:

1. Green SX vs. Nakashima TEP
2. Wallach Ind vs. Shawn SAE
3. Molatto All States vs. Keblushek SX
4. Clark SX vs. Schnoll AEPI
5. Roos DTD vs. Pines TEP
6. Grabow TEP vs. Levy PSD
7. Frank SAE vs. Chaikin TEP
8. McDougall SAE vs. Freshman AEPI

9. Curtis Ind vs. Foote PSK
10. Hamann PSK vs. Blum TEP
11. Morris SAE vs. Maurice DTD
12. Kidder DTD vs. Perkins SAE
13. Cummins SAE vs. Hood SX
14. Scherer DTD vs. Elliott SAE
15. Hart SX vs. Klare DTD
16. Fletcher DTD vs. Sutherland PSK
17. Barton SAE vs. Hagan DTD
18. Kellner AEPI vs. Boehly DTD
19. French DTD vs. Hergot Ind
- Ken Ferris of SX, a former National Junior Badminton Champion captured the individual badminton trophy by defeating varsity baseball pitcher Bill Pacella of DTD in the finals. Delt Bernie Swain finished third.

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# HATCHET ENCOUNTER

Vol. 1,

No. 2

Special Editorial Supplement to the George Washington University Hatchet

Tuesday, April 25, 1967



Catholic University students, faculty and clergy rally last Wednesday in support of Father Curran.

Photo by John V. Markowski

## Academic Freedom — A Cardinal Issue

by Bill Yarny  
Staff Reporter

FOR THE PAST WEEK, the country has been awed by the closing of the Catholic University of America over an issue of academic freedom. Newspaper photographs show crowds of faculty, students, and clergy protesting the firing of the Rev. Charles Curran for his "unorthodox" views on birth control.

The picketers are calm and sincere. Sombre-colored signs wave messages to the Cardinals of Rome and America: "Shot Down by the Red Baron;" "When in Doubt, Fire;" "He Searched for Truth and Found Tyranny."

For the outsider, listening to the slowly moving picket line chanting "We Shall Overcome," the true issues at Catholic University are difficult to understand. Even to those who are themselves involved in the controversy, the situation backstage is not readily apparent.

Attempting to gain a closer look at the university on strike, the Encounter obtained an interview with Robert L. Schuettinger, assistant professor of international law at CU, who was himself involved in an earlier controversy concerning his rights as a teacher.

According to Schuettinger, there is more academic freedom at Catholic University than one might assume from newspaper reports. "The administration generally never interferes with the way the instructor conducts his class," he said.

"There is more academic freedom at CU than at most

universities in the country," Schuettinger continued, "because the members of the faculty are allowed to choose the books they want for their courses. At many universities, professors are told what books to use and how to use them."

The instructor pointed out that although the administration does occasionally interfere with academic matters, as in Father Curran's case, similar situations are present at most other universities.

Schuettinger feels that the basis for the type of situation that arose last week at CU is the fact that the clerical professors are under two jurisdictions: ecclesiastical and academic.

"A professor," said Schuettinger, "is expected to question and to explore ideas. A priest, however, is expected to be orthodox since he represents the Church in matters of dogma."

He added that no prior restrictions were placed on Father Curran's academic freedom, since he was never told what to teach at the School of Theology, or in what manner he should teach. His contract was simply not renewed.

If Father Curran were a layman, said the instructor, he probably would not be in his present plight. "Many professors, including myself, question Church dogma every day."

On the topic of the Board of Trustees, who are said to be responsible for Father Curran's firing, Schuettinger doubts that it was actually the work of the entire

body, but rather of a relatively small number of members who were able to attend the discussion.

He pointed out that the Board, composed largely of bishops, is a large and unwieldy body, whose members are not all able or willing to keep in touch with such situations because of other responsibilities.

Professor Schuettinger predicted that the Board will have to find some way of saving face while reinstating Father Curran, because almost the entire faculty will settle for nothing less.

The threat made by the dean of the Theology School that he and his staff will resign en masse if the priest is not reappointed might be realized if nothing is done, he said.

In comparing the situation at CU with Berkeley, Schuettinger commented that the problem at Berkeley is "mindless trivia" in relation to what is happening here.

"At Berkeley," he said, "the protests are always limited to a small minority of students and faculty, arguing over essentially trivial regulations. At CU, an entire university has readied itself to leave over the issue of administrative interference in academic matters."

Finally, Professor Schuettinger said that while professors have been fired in the past for their views, this is the first time to his knowledge that interference has been resisted with such determination and unanimity.



# Cultivating the Discriminate Mind

by William Fulbright

William F. Fulbright, U.S. Senator from Arkansas, is an alumnus of GW.

A SOCIETY has the right to ask two great services of its educational institutions: the cultivation of those qualities of the mind which will help the society to avoid misfortune, and the cultivation of those intellectual qualities which will advance the public happiness. What the community expects of higher education at any given time is determined by the extent to which it feels itself endangered or secure.

For a whole generation our country was greatly preoccupied with external dangers and, accordingly, neglectful of those aspects of the public happiness which require organized public programs and sizable public expenditures.

We felt ourselves compelled to turn away from our hopes in order to concentrate on our fears and the public happiness became a luxury to be postponed to some distant day when the dangers besetting us would have disappeared.

The American people have been diverted from community and family life to preoccupation once again with foreign dangers, casualty lists, and the fear of a wider war.

What does all this mean for

higher education? I most emphatically do not think that the university must act like a recruit called to the colors. I do not think that the humanities must now give way to military science, that civil engineering must give way to military engineering, or that history and philosophy must give way to computerized "war games."

The university, it is true, cannot separate itself from the society of which it is a part. Like the rest of us, it must now divert some part of its energies from the enrichment of the life of the individual to the preservation of the life of the nation.

But the community of scholars must do more than accept misfortune and consider how it can be overcome. It must ask how we came to misfortune and whether we need have. It must ask what has been done wisely and what has been done foolishly and what the answers to these questions imply for the future.

It must ask how it came about that we have had for so long to devote so great a part of our resources to war and its prevention and it must ask whether we are condemned by forces beyond our control to continue to do so.

Whatever the circumstances of the moment, whatever the demands of government and industry on the universities -- and whatever the rewards for meeting

these demands -- the highest purpose of higher education is the enrichment of the life of the individual and the advancement of the eternal effort to bring reason and justice and humanity into the relations of men and nations.

It is the further task of higher education to analyze existing public policies with a view to determining whether they advance or retard the realization of basic human objectives and whether and how they should be changed.

The universities have a critical responsibility to meet in the crisis of our country's relations with Asia. I believe that students and professors all over the country have acknowledged that responsibility and are responding to it. I think that the student protest movement, despite certain excesses, has had a healthy effect in stimulating informed discussion and awakening the national conscience.

But the more significant contribution of the university is made in the library and the classroom, by teachers who teach and students who study, by the raising and answering of elemental questions about means and ends.

A related problem--and one for which the solution, if there is one, can only come from higher education--is the retention of the capacity for honest individual judgment in a large organization in which the surest route to advancement is conformity with a barren and oppressive orthodoxy.

There are many intelligent, courageous, and independent-minded individuals in our Foreign

Service, but I have had occasion to notice that there are also sycophants and conformists, individuals in whose minds the distinction between official policy and personal opinion has disappeared.

The universities--and especially those schools and departments whose graduates tend to enter public service--have a special obligation to train potential public servants in rigorously independent thinking and to acquaint them as well with the need for reconciling loyalty to an organization with personal integrity. It is an extremely important service for the universities to perform because the most valuable public servant, like the true patriot, is one who gives a higher loyalty to his country's ideals than to its current policy and who therefore is willing to criticize as well as to comply.

The ultimate source of wisdom in public policy is, I feel certain, education at every level. To a certain degree a U.S. Senator can point the way toward intelligent and creative policies as he sees them; to a much greater degree the President of the United States can do so; but the ultimate answer to the challenge of excellence lies with public school teachers and university professors, with writers and scholars and all those who in one way or another help to shape the minds, or fail to shape the minds, of young Americans. "A teacher affects eternity," wrote Henry Adams; "he can never tell where his influence stops."

The highest duty of higher education toward the community is to keep faith with its own essential purposes, which are the disinterested pursuit of knowledge and the cultivation of the free and discriminating mind.

None of us--professor, politician, or private citizen--truly serves the interest of the community by uncritical support of the policies of the moment. All of us have the responsibility to act upon a higher patriotism, which is to love our country not as it is but as we would have it be.

And, in the words of Albert Camus, "If at times we seemed to prefer justice to our country, this is because we simply wanted to love our country in justice, as we wanted to love her in truth and in hope."



Senator William Fulbright

## Reflections On Bishop Pike

by Dr. Robert Jones

Dr. Robert Jones is chairman of the University's religion department. In a speech excerpted below, he reflects on Bishop James Pike in the light of "Speaking the Truth in Love"--Ephesians, 4:15.

THE TEXT was taken-- first to be a reminder of the mood in which these reflections must take place; for even if disagreement should appear in the course of my remarks I at least have the aim of speaking whatever "truth" seems to me in a spirit of love, to build up rather than to tear down. But secondly, the text is a reminder that in all our communication about ultimate matters, the mood of the conversation must be love, while the content must be truth; especially, a bishop who is exercising his pastoral role to his flock and speaking to, as well as for, his

Church should be characterized by what Matthew Arnold calls: sweetness and light. Even in the midst of a theological lovers quarrel with the established church, we must look for "truth with love."

The strong notes of truthfulness--or what he calls candor--we can all share. . . at least, I find myself in agreement with a number of concerns and premises of Bishop Pike: -- the analogical nature of theologizing in which we should not absolutize anything but God; the need for continuing translation of the Christian faith into terms that are meaningful, into categories reflecting man's experience; the awareness of the "earthen" vessels in which communication about God is couched; the problem of out-dated cosmological structures of Biblical thought and the use of spatial terms for transcendence; the checkered history of religious institutions--making peace with totalitarian regimes--defending slavery from scripture--developing fanatic and authoritarian postures in defense against the movements of science and historical methods; the need for belief to be more than intellectual assent to propositional affirmations about the meaning of ultimate reality; the reality of the conundrums of theology: the question of evil and the omnipotence of universal and particular revelation; the question of absolute law and relative moral codes; the need for ecclesiastical participation in the total life of man; involvement in the secular (which is still sacred); the concerns for social disorders. . . while not

necessarily agreeing with his judgments on abolishing, or salvaging or keeping intact with interpretation the Problems of Theology, I think that the whole posture of contemporary theology is that of openness, candor (to crib his word) in discussing these questions. It is the mood, the tenor, the tone of voice, the persistence of rigorous intellectual integrity, the fairness of discussion, the context of care and concern (or lack of it) that becomes a problem for me when I listen to Bishop Pike.

In short, is he speaking the truth in love.

I put it this way, because this is the first of my reflections about the Bishop and his encounter with students here. It is necessary for the framework of care and concern to be basic in the work of the pastor of pastors, the overseer of the flock,

the episcopos/bishop. . . and I failed to see this shining through; perhaps this rather colors all of my reactions, for they seem to cluster around this theme.

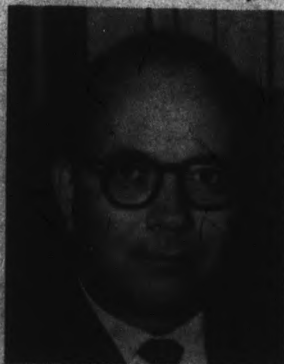
1. Speaking the truth in love means that there will be a genuine and obvious pastoral concern for those one is dealing with, in this instance, one must enter into genuine dialogue by understanding the question and the questioner; carefully responding appropriately not only to the way the question is put, but also to the whole situation of the questioner (if this can be discovered); i.e. in love, to respect the right of the individuals to be listened to, to be heard. Responsible dialogue must be carried on in this way; i.e., responsive to the situation, responsive to the question, and responsible for the consequences of the speech. . . as well as responsible to the facts.

(Incidentally, in response to the question "What can we do about this church" about all he could say was: "Take courses in religion." Now, what kind of responsible advice is that?--no, seriously, for the first time in his discussion, I found an automatic Hear! Hear! rise from within me)

I do not know enough about his own diocesan program to comment meaningfully on how speech leads to responsible action; but the requirements of a "love which builds up" include relationships that take into account the situation of the hearer and the consequent behavior.



Bishop James Pike



Dr. Robert Jones

(See PIKE, Page 5)



# Exploring Tests ... and Testiness

by Prof. Harry Yeide

Dr. Harry Yeide, graduate of Harvard University, is professor of religion at G.W.

THESE WORDS represent a response to an invitation to comment on "the validity of testing and grades." The complication of quotation marks within quotation marks symbolizes the challenge; it is broadly suspected that there is little "validity" in testing and grading. It is also interesting to note that my comments were solicited because of a small reputation for "unusual" tests, not because I belong to a discipline that is scientifically concerned with problems of testing and grading. Of further interest was the report that many of my colleagues had declined the opportunity to comment; an academician declining to express himself on any subject is itself always remarkable; in this case, I suspect that such reticence stems in part from an uncertainty

shared with the students, i.e. certain doubts about the "validity" of testing and grading--even their own testing and grading.

My own lack of discretion should not be understood as simply that I have no such doubts. Indeed my only consolation thus far is that overly generous and excessively stringent grades should somehow average out. Even this hope is vastly reduced by the observation that many students select courses according to their abilities to master certain kinds of exams. This is at the expense of such criteria as significance of subject matter, intellectual need, social responsibilities, etc.

At this point, my idealist self (N.B. not necessarily my better self) always rises up in indignation and righteously asks: "Why then, tests and grades at all?" Now I have heeded this voice to the extent of reducing test-grade experiences to a minimum, though I am fully aware that teachers in

other disciplines cannot afford this luxury to the same degree.

But there is the other side. Amongst the many considerations for that other side, three seem especially important to me. In my own private language, they often emerge as original-sin, responsible recommendation and thinking.

To start with the most archaic of these terms, let it be understood that we will restrain ourselves to a surface glance. The fact is that all students are sometimes lazy. This does not necessarily mean they sleep excessively--though some do. Indeed many of them even read a lot. But however expressed, one detects various forms of resistance to the completion of assignments, partly because they are assignments. The teacher assigns tasks and readings because he judges them to be minimal requisites for minimal competence in a given field. With a few brilliant exceptions (an ex-

ception we have a remarkable tendency to claim for ourselves), he finds that non-performance of these assignments results in vastly reduced, imagined, and occasionally non-existent competence. Sad to say, amongst the strategies available, testing and grading are one of the more efficient methods for dealing with this problem on a broad scale.

The notion of responsible recommendation probably bothers most teachers more. Like it or not, we spend most of our lives being passed from one situation to another on the basis of recommendations. Occasionally these are well thought out recommendations delivered with considerable personal interest and involvement. More often we must settle for less--which brings us again to grades. I seriously doubt that any of my colleagues has complete confidence in the relative ratings he gives his students. But he is, nevertheless, required to do his part in the process of recommending for academic and vocational opportunities, all of which are limited in different ways. Normally the first word he may speak in this regard is a "grade." Few students feel fairly treated if he does this in terms of arbitrary impressions. Thus for the protection of the student and the conscience of the teacher, the strategy of testing again presents itself as a relatively efficient instrument on the broad scale--though happy is the teacher who can add other dimensions to his fulfillment of the responsibility to recommend.

My third notion was expressed

in the word "thinking." This might not have been mentioned at certain other institutions of which I have been a part. But my impression of students at G.W. is



Dr. Harry Yeide

that they have lost their sense of humor about testing, and therefore also their ability to enjoy tests as thinking experiences. The more prevalent attitude seems to be that tests represent the students turn to shovel it back. But surely I am not the only one on campus who views intelligent thinking--analytic and synthetic--about a given subject matter as one of the primary goals of education. It is this call to intelligent, discriminate thinking in the testing experience for which I have been most frequently criticized. But then, that is a step in the right direction--thinking about what a test ought to be.

## Post-Orgasm Slumber

# The Spirit of Poetry Quite Dead

IF THERE IS SOMETHING about age which deactivates the sexual organs, dissipates the political impetus, and eliminates all hope in a sea of despair, then we are surely on the brink of some colossal end, for our students are growing old when they have scarcely begun to be young.

Their youth alone will allow them to practice their sexuality maturely and without either adolescent prurience or elderly cynicism, to foment a political revolution which strikes at the heart of the established "values," to reject in the academic community that which is fabricated or false.

But there is no place for youthful, halcyon indifference in a world methodically destroying itself in a maze of textual footnotes, subway chatter, pills, television fancies, packaged beauty, "show" Negroes, napalm, bombs, and gilt-edged murder. Every infant, as a popular song tells, is born with the ghostly inheritance of twenty tons of TNT and an adult responsibility which makes simplicity all but impossible.

Like all the old, we will die. And why should we be concerned when the monstrous cloud will not lighten, the harlot still walks the streets, and the educator teaches cant and sullen introspection?

We are getting old, growing up, and the odds are against our making any news.

If life is truly a matter of keeping occupied for the sake of remaining something and somebody, then not even Hiroshima, or the statistical analysis of American business trends abroad, or the saccharine fraudulence of the airline stewardess' smile, can defeat us.

The young must be mature enough to take power now, and to wield it imaginatively, or they will surely not be any more able to shape their own ends than their elders have been.

If the war is confusing, and it surely is, they must send their own observers to it to see it plain, without asking the University's permission or the world's. They must do it, move, and be serious. If the war is moreover immoral, they must refuse to

fight in it, and must stand by their youthful faith. They must make news.

If education is irrelevant, they will see through it; stage their Academic Revolution teach-ins and begin to alter it radically.

If moral standards are outdated and inimical to human nature, they will make love, fornicate with impunity, display their youthful honesty and their blameless flesh. Youth is faith, faith the root of all power, power the song and dance of life.

Only the young, whatever their age, can sing, lead the cosmic dance, believe. By acting on the strength of their convictions, they are sure of their goals, can reserve their energies and go onto a serious challenge of the status quo. Precisely because they are young, they must emerge from the Almost Grown to the Grown, and infiltrate the skeletal foundation of the society they have not built.

Song need not express joy; it often expresses determination, tragedy, or conviction. What is important, so to speak, is that we must have something to sing about, something to say, and to believe. We must find the middle ground between indifference and dogmatism--we must find conviction.

Without such conviction, all is lost, the serious reforms unattainable, and we wait only for the grave, which is not distant, and the state of nothingness.

On the surface, there is no honest faith left--a position in an insurance company, perhaps, and a suburban wife to inseminate, with suburban children to raise, but all an anticlimax, a post-orgasm slumber. Human life is over, and the seed spent, where imagination fails.

It is a matter of life or death, of sexuality, intelligence and humanity or sterility, passive stupidity and a hideous Armageddon. The power is clearly ours, for we can withhold our support from a society and an ethic which cannot exist without it.

If we do not, while we are Almost-Grown, grow up with an intent seriousness of purpose to reshape in our own image--in man's image--the world that men have allowed themselves to be-

lieve is built in the image of God, then we will be partner to Him in our delusion.

We will kill and we will be self-righteous, and we will grow truly old before our proper time--never--has come.

(From an editorial in the Boston University News, Feb. 15, 1967.)

# Student Participation Essential In Effective Academic Reform

by Harold Sparck

CHANGE AND REFORM, which always involves burrowing into settled ideas and people, is especially disquieting in the realm of academics. Yet a university's academic program is that pillar most in need of frequent examination and change. The major impetus for such progress and reform must come from the students themselves.

The present academic program at GW offers an education to students that features job-oriented study, lack of student initiative in subject selection and method, and no policy to allow the student body to become a responsible voice in academic affairs.

A group of University students, made uncomfortable by their lack of access to decision-making bodies of the college, proposed in a meeting several weeks ago the formation of academic councils--political and academic organizations to act as the students' spokesman in their departments.

Organized and directed by the majors in the departments, such councils would offer the first step to true democratization of the University, organizing the student voice into effective political units that could make its presence and its demands known to a heretofore unresponsive bureaucracy.

It was proposed that the councils would elect chairmen of committees who would program the department's activities to the students. Suggestions asked the program to be divided into two sectors: administrative and academic.

The committees working with the faculty unit would be given access to department meetings, and voting power. It would be within their directives to publish material appraising the strengths and weaknesses of the department as an assistance to both incoming students and those selecting interdepartmental courses.

Developing a manual in the nature of the professor's accreditation, its contents would include opinion of the purpose of the department, the interests of its faculty members, an evaluation of the material offered as coursework, and its method of instruction.

Because a gap exists between what the faculty wants, the University can afford, and the demands of quality education, the councils would be responsible for establishing cross-discipline approaches to their subject matter, creating small "free universities" whose activities would include special readings, workshops, seminars, and upper division-lower division combined research.

In this role as originators of new programs, the academic councils would act as experimental colleges, demonstrating, and if necessary forcing, new ideas into the classical educational apparatus of the school.

Opposition to the councils might be faculty, which would feel most threatened, for new academic programs would increasingly interfere with the right to research (the basis for a teacher's professional name).

The incursions of students into traditional domains of academic freedom, the rights of the teachers to effect the educations of the students without unified resistance, would perhaps be the major verbal roadblock in the establishment of this program.

For President Elliott has stated in a Hatchet interview that the administration has neither developed, nor feels impelled to blueprint, academic reform. The implication was a non-involvement with academic affairs.

"It would seem to me," said Dr. Elliott, "that the department chairman and members of his faculty, particularly upperclass majors in the department, are the people to involve in the next level of planning for the departments--namely the participation of the students."



## From the Crow's Nest

## Somewhere It Must Exist

Somewhere it must exist--we hear about it all the time, and once in a while we hear it.

It might be buried

in the gray depths of a history class, in an auditorium: hiding along with the students. It could be the answer to the third essay on an exam which no one had time to answer.

According to the newspapers it's eleven miles south of the DMZ in Vietnam; but you can't believe everything you read, and besides, everything about Vietnam is biased... by one side or the other...

A friend told me that he had seen it on a page of poetry by e. e. cummings, but when I got the book, and found the page, it had slipped off.

Once in a while I think I've found it, and pinned it down to show to everyone who comes along, but when no one comes by... I realize it's gone too.

Someone told me to look closely at a picture of Stokely Carmichael--that he usually had it with him, but the first chance I got

I looked, and

it had been pre-empted by a big glossy chip sunning on his shoulder.

Every four years someone says he has it, usually lots of people say they have it--and they usually run around trying to show it to people... so they can put it in office so they can do something with it. Somehow, though, they always lose it, maybe in the office, and most people wonder

if

they ever really had any in the first place.

I saw it last week perched elegantly on the top of a picket sign at Catholic University, but when it jumped down

onto an expressionless face, it had vanished--I haven't seen it since. In the meantime,

I've read labels; poured through college catalogues. I've even listened to Eric Sevareid, But I still haven't found it...

It makes me madder than hell, because I never really meant to go through four years of college like everyone else--without concern.

by Gary Passmore

## Teachers, Like Druids, Require Forests

by Prof. William Arrowsmith

DURING THE ROMAN Saturnalia even slaves were permitted to speak freely, even about slavery and I claim the ancient privilege of immunity for saying almost exactly what I think. I expect to be discounted as either innocent or impertinent, but that hardly matters.

Let me say immediately that I am concerned here with one kind of teaching. I mean the ancient, crucial, high art of teaching, the kind of teaching which alone can claim to be called educational; an essential element in all noble human culture, and hence a task of infinitely more importance than research scholarship.

If the teacher stands to the scholar as the pianist to the composer, there can be no question of parity; teaching of this kind is necessary but secondary. So, too, is the comparatively subtler and more difficult kind of teaching that is concerned with scholarly methodology and the crucial "skeletal" skills of creative research. Only when large demands are made of the teacher, when we ask him to assume a primary role as educator in his own right, will it be possible to restore dignity to teaching.

Teaching is not honored among us either because its function is grossly misconceived or its cultural value not understood. The reason is the overwhelming positivism of our technocratic society and the arrogance of scholarship. Behind the disregard for the teacher lies the transparent sickness of the humanities in the university and in American life generally. Indeed, nothing more vividly illustrates the myopia of academic humanism than its failure to realize that the fate of any true culture is revealed in the value it sets upon the teacher and the way it defines him.

What matters, then, is the kind of context that we can create for teaching and the largeness of the demands made upon the teacher. Certainly he will have no function or honor worthy of the name until we are prepared to make the purpose of education what it always was -- the molding of men rather than the production of knowledge. It is my hope that education in this sense will not be driven from the university by the knowledge-technicians.

At present the universities are as uncongenial to teaching as the Mojave Desert to a clutch of Druid priests. If you want to restore a Druid priesthood, you cannot do it by offering prizes for Druid-of-the-year. If you want Druids, you must grow forests. There is no other way of setting about it.

Scholars, to be sure, are unprecedentedly powerful, but their power is professional and technocratic; as educators they have been eagerly disqualifying themselves for more than a century, and their disqualification is now nearly total. The scholar has disowned the student--that is, the student who is not a potential scholar--and the student has reasonably retaliated by abandoning the scholar. This, I believe, is the only natural reading of what I take to be a momentous event -- the secession of the student from the institutions of higher learning on the grounds that they no longer educate and are, therefore, in his word, irrelevant.

By making education the slave of scholarship, the university has renounced its responsibility to human culture and its old, proud claim to possess, as educator and molder of men, an ecumenical function. It has disowned in short, what teaching has always meant: a care and concern for the future of man, a Platonic love of the species, not for what it is, but what it might be. It is a momentous refusal. I do not exaggerate. When the President of Cornell seriously proposes that the university should abandon liberal education so that specialization can begin with matriculation--and when he advocates this in order to reconcile the conflicting claims of research and teaching!--it should be obvious even to the skeptical that education is being strangled in its citadel, and strangled furthermore on behalf of the crassest technocracy.

We lack educators -- by which I mean Socratic teachers, visible embodiments of the realized humanity of our aspirations, intelligence, skill, scholarship; men ripened or ripening into realization, as Socrates at the close of the Symposium comes to be, and therefore personally guarantees, his own definition of love. Our universities and our society need this compelling embodiment, this exemplification of what we are all presumably at, as they have never needed it before. It is men we need, not programs.

It is possible for a student to go from kindergarten to graduate school without ever encountering a man--a man who might for the first time give him the only profound motivation for learning, the hope of becoming a better man. It is only in the teacher that the end is apparent; he can humanize because he possesses the human skills which give him the power to humanize others. If that power is not felt, nothing of any educational value can occur. The humanities stand or fall according to the human worth of the man who professes them.

If undergraduates ever met teachers of this kind, then the inhuman professionalism of the graduate schools might have some plausibility; there would be an educational base. But nothing can be expected of a system in which men who have not themselves been educated presume to educate others. Our entire ed-

ucational enterprise is in fact founded upon the wholly false premise that at some prior stage the essential educational work has been done. The whole structure is built on rotten foundations, and the routines of education have begun to threaten and destroy what they were intended to save. There is a very real sense, for instance, in which scholarship has become pernicious to literature; the humanities as presently taught are destructive of the past and therefore of the present.

In my opinion, the colleges have failed as teaching institutions because they have been subverted from within. They have recruited their faculties heavily from the major graduate institutions and these recruits have inevitably altered the tone and finally the function of the colleges. There has doubtless been pressure from the graduate schools, but for the most part the colleges have consented to the process. And they are now in the ludicrous position of proudly claiming on the one hand that seventy-odd per cent of their graduates go on to graduate or professional schools, and on the other of complaining that they are being turned into prep-schools for graduate study. Gentility and snobbery have played a large part in this subversion, as well as the hunger for academic respectability which is now firmly linked to the business of research. Instead of cleaving to their Socratic pretensions and traditions, the colleges have tended instead to become petty universities, differing from the universities only in a slightly higher regard for the teacher and a corresponding tolerance of the student.

Teaching is notoriously worse off in the universities than in the colleges. Not only is the university traditionally more committed to pure research, but it is particularly vulnerable to the pressures that have eroded the teacher's status. Vast numbers of students, huge classes, intense competition for federal funds and therefore for distinguished research professors, political and professional pressures -- all these have operated to downgrade and even discredit teaching.

But even in the university it is the creative use of the margin of freedom that matters. Something has been done, for instance, to give the multiversity a human scale -- through honors programs, emphasis on individual work, residential colleges, etc. But helpful as these reforms are, they have not succeeded in changing the imbalance. And this, I believe, is because none of the reforms really touches the nub of the problem. And that is the structure of the university itself, the way in which its physical organization determines its policies and precludes change and reform. Certainly no real change in the status of teaching can possibly occur without a radical change in the present power-structure of the university... a vast educational enterprise built entirely upon a caste of learned men whose learning has no relevance to the young and even seems to alienate the young from both education and culture. It is a vision of madness accomplished.

(William Arrowsmith is currently a professor at the University of Texas. The above is excerpted from his keynote address to the American Council on Education, December, 1966.)

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# Students Identify With 'Lonely Martyr'

Speaking the truth in love, then, has this quality to it: consideration of background and consequences; questions become more than springboards for monologues constructed of stored-up, neat quips. . .

III. Another reflection has to do with the fact that--at least in an academic setting--one should try to stay on rather sure ground and perhaps assume a modest mien when dealing with various disciplines where special competence is required. One simply cannot be all things to all men in the scholarly world. On the one hand there was the disquieting--and ultimately self-defeating--habit of theological name-dropping. (Can one really believe that Karl Rahner would feel at home on the Bishop's side in a heresy trial?) On the other hand, there was an inadequate attitude revealed toward history (especially in reference to poor Jonathan Edwards)--this led a colleague to suggest that he really hates the past. From my own perspective, I was surprised at some rather sweeping generalizations about the need for a radically revised history of early Christianity on the basis of Dead Sea Scroll discoveries: suggesting that Christianity was just Essenism; no Christians for the first three centuries; implying that the earliest Christian literature must indeed have been some sort of fabrication. Since written questions were not accepted at his encounter, and since none in the back of the room had a chance to ask questions, I can't say what he had in mind as new discoveries which he says he will now give his attention to. Reports of remarks made elsewhere in the city, however, suggest that in fact no startling new texts were referred to; only an implication that he would now deal honestly with these (even though he is not widely recognized as specially qualified to do research in this area).

Some of us have problems at this point. Is this to be a resurgence of well-discredited views of the early Dupont-Sommer, Edmund Wilson, A. Powell Davies, and John Allegro? Does it imply some sinister plot

by which the Christian scholars have concealed from Jewish colleagues material which would knock the props out from under the claims to uniqueness for Christ?

Truth with love suggests perhaps a more modest posture. Those of us who are not technical theologians may now wonder about his expertise in the discipline of systematic theology; whether he should speak ex cathedra on what is or is not essential or relevant or meaningful in the trunk of doctrine handed down by the Christian church. He suggests as a test for theology: "adequacy of communication in a given culture in a given period of its history." I am not sure that I always trust Bishop Pike's judgment as to the results of this test. . . nor for that matter the test itself. Perhaps this is not enough; intellectual decline, moral torpor; spiritual ennui may mean that a particular age would find even theological pabulum too strong a diet. Theology has the task--not of finding the loosest common denominator of meaningfulness--but of speaking clearly from its "revelation"--i.e., taking the key event of its history which interprets every other event and is not interpreted by any other event; in this case the revelation of meaning in the Christ event.

The theologian cannot too easily or too assuredly sweep aside the past, lest he find that the limitations of the faith reside in himself, rather than in the Church and its tradition.

IV. This brings another consideration.

It has been pointed out that Bishop Pike is a person with whom students with a deep sense of alienation may identify. The sense of estrangement and hostility toward the Church seemed obvious to me; much more in person than in reports in the press or in his writings.

In this regard there was a rather pathetic tragic quality in his appearance. In his writings he notes that the whole circumstance of a person or generation's

life enters into the processing of making meaning out of the experience of God. I could not help feeling that here was a man with fierce drives, tragic experience, brilliant but erratic career in whom there was the absence of peace. Some of the anger with the Church may thus root in his own inward turmoil. He is indeed an angry Bishop. (Notice that I resisted the title: The Angry Bishop, or Pike's Pique.) This anger and alienation may make him a true Bishop for the people today; it may account for his importance. It is true that he has rather become a focal point of interest; he is on the center of the stage--if we can say this without introducing a theatrical frame of reference; though as a matter of fact he did adopt this posture here, even coming back for a self-designated encore.

As the focal point of interest he would appear perhaps as the lonely martyr, about to be burned (ecclesiastically) at the stake. (He himself suggests that this would make good tv, perhaps sponsored by Schick or Eversharp.) Now I cannot speculate about any motives for this drive toward theological judgment day; but it is apparent that he senses the fact of being in the center of things. However, it is quite clear--as he reveals in reference to John Robinson and the Honest to God debate--that he is not the pioneer in new theological inquiry or honesty. (Of course, John Robinson is not either; he is a rather bad popularizer of Bonhoeffer, Bultmann, and Tillich.) The point is: that there is a context of continuing theologizing with which the Bishop ought to be carrying on his discussion; as one among others in the Brotherhood of learning. But his chief dialogue seems to be directed to the views of the past, implying that theology today is still talking in pre-copernican, pre-darwinian, and pre-freudian terms. I would urge that a real approachment and cooperation with present thinking would make his work ultimately much more productive.

## Evolution of the Undergraduate

by Dick Wolfsie



Harvey is a freshman. In high school he represented the third floor wafar fountain --- now he's a nobody. Harvey misses his mother very much. In fact, he even writes the maid twice a week. Harvey is very optimistic about college, he wants to learn and he thinks college will be interesting. Color Harvey confused and soon to be disillusioned and laboring under a misconception. Harvey reads Playboy because everyone else does. He wears a plaid shirt and chinos.



Harvey is a sophomore. When Harvey calls the girls' dorm he asks if there were any messages. When Harvey does poorly on an exam he explains how unimportant tests are, but when he does well, he stresses the importance of academic achievement. Harvey is cool, slick, sharp, (the whole bit). He's the kind of guy that writes letters to the Hatcher. Harvey looks at the centerfold of Playboy. Harvey wears a tie and jacket to school.

Harvey is a junior. He has finally realized that the purpose of education is not to study facts, but to seek TRUTH, stamp out CONFORMITY, and rationalize IMMORALITY. Harvey will picket for such things as SEX and DRUGS. Later on he will mature and campaign for one way bottles, and wider bob-sleds. Harvey wears sun glasses so everyone will recognize him. He reads Playboy because it's intellectual. Harvey doesn't wear socks or shoes. Harvey doesn't iron his shirt, he just rearranges the wrinkles.



Harvey is a senior ??? I mean, Harvey IS a senior!!! His appearance is hauntingly similar to a freshman. Harvey thinks his education has been a waste, that graduate school will be boring, that he has no chance in life and that his draft board is breathing down his neck. Harvey, as you can see, no longer labors under misconceptions. Harvey doesn't read Playboy; after four years of college, he can't afford it.







Concrete Campus

## Asphalt Asylum

## GW — Strictly Big League Ennui

by M. F. Taylor  
Staff Writer

NOBODY PICKETS the White House, nobody fasted to save the football team. This is the city. It's strictly big league and you play it very cool.

There is no composite picture of The GW Student - backgrounds, interests and goals are too diversified at any large university to attempt such an analysis. There seems to be but one factor that knits students and administration tightly together - a pervasive feeling of apathy that nobody seems to be able to pinpoint but to which everyone objects. A three day lounge-in of protest might be in order.

Dr. Robert E. Stockton asked students in his seminar why they had chosen English Literature as their major. No comment. "Is it because you don't think you could make it in the sciences?" he queried. Silence. "Well, what do you think of psychology, for instance?" Obviously, nobody had ever thought of it as anything but a possible alternative to insanity.

Dr. Richard Stephens, chair-

man of the sociology department, said in a recent interview, "Students are straight and narrow here compared with, say, NYU which is on the edge of Greenwich Village, and this is no Berkeley by a long shot. Our students are just not as involved with the problems that are supposed to confront today's youth."

Most GW students frankly admit they were attracted to the city, giving GW an honorable mention as "a fine university."

"GW was my second choice," says Bob Archonhold. "For political science and international affairs, there's no better place than the nation's capital to study except Princeton."

Accounting Department Chairman Edwin J. B. Lewis teaches and advises students on all levels.

"For me," he said, "the essential concept of the university is diversification. You'd expect a college outside the metropolitan area to be more homogenous but the very concept of 'university' is providing different experiences."

Like most city schools, GW has a large commuting student body,

most of whom get up early to avoid waiting twenty minutes to get into the parking lot, and leave the school as quickly as possible to avoid rush-hour traffic.

"There's no place for the commuter to go but the Union" says Hal Gliden, "which is horribly overcrowded." He did express hopes that the new student center would, in some way, mitigate the commuter's problems. "The University has failed to provide facilities and used Washington as an excuse."

GW has a commuting faculty also. "One of the basic disadvantages of having a university in the middle of the city," says Mrs. Elizabeth Berkley of the French Department, "is that the faculty is scattered at such a distance we don't have a chance to get in for many activities. It's an excursion to get in for meetings or invite students to your home."

Students and faculty seem to look on the new student center as the Great White Hope of GW's future. But will having a place to sit for an unhurried cup of coffee really mean all things to all men?

## Making A Case for the Urban University

by Herbert Stroup

MANY QUALIFIED researchers on the nature of campus culture today are genuinely perplexed regarding the proper means of studying the differences between colleges. Colleges differ, but in certain respects they are amazingly similar. It is, therefore, to other theoretical assumptions that one must turn if he is to understand the differences among colleges. Certainly the decisive issues in higher education today will not be met by simple and exaggerated references to "asphalt" versus "green-grass" campuses.

No one needs to make a case for the asphalt campus. It simply exists as a result of historical development. In fact, the urban institution has existed for a long time--before nonurban residential colleges came into being. Nor can the distinction be so readily made between church-related nonurban colleges and nonchurch-related urban colleges. Both private and public colleges have been established historically in both rural and urban environs.

One significant factor which has favored the development of urbanized higher education is the changed role of the college in society. Formerly higher education was a concomitant of class distinction. It was available to the relatively few who could afford it financially and otherwise and who needed it as a badge of social distinction. But increasingly higher education has become democratized--that is, a larger and larger proportion of the young population of the nation looks to it as a means of rising in the social system, securing differentiated learning and skill appropriate to positions offering higher incomes, and utilizing their talents more fully in personal expression. As a consequence, a number of developments are occurring which favor urbanized higher education.

First, many residential, nonurban colleges, for a variety of reasons, have not kept pace with the demands for their kind of education. A major factor in their failure has been the high cost of such colleges to the colleges themselves.

Second, all higher education has become more expensive, and, therefore, out of the reach of many who are qualified to benefit from it and who want it. Thus, the colleges, as new units or new institutions are formed, tend to come to the people; that is, they are placed close to where people live. The community college movement by and large is based openly on this perspective. Live-at-home education appears to be less costly to students and their supporting parents than far away, residential education.

Third, collegiate education which formerly for many, though not all, was viewed as terminal has increasingly become a way station for graduate and professional education. Thus, the importance of the college years in themselves has

become dwarfed. In fact, the basic role of collegiate education desperately needs reexamination in view of the increased efficiencies of the high schools, the earlier and more intensive specialization taking place in the colleges and the long haul of graduate and professional education beckoning to students.

Another important factor favoring the growth of urbanized higher education is the "trend towards larger scale in the organization of universities." Knowledge itself has exploded several times over, educational institutions have given organizational expression to this great growth. The trend has been toward federations of educational systems within a loosely arranged multiversity. Thus, colleges have tended to increase in size, not only from the standpoint of the available students but also from the viewpoint of the requirements of knowledge and skill for teachers, libraries, laboratories.

Collegiate education, moreover, has undergone a remarkable transformation in the dejuvenilization of its culture. As Max Wise concluded from his study of college students: "The range of student activities and social affairs formerly characteristic of American colleges no longer appears central to the interests of college students." A spirit of seriousness has gripped many college students. "Teams of grinning cheer-leaders," as Professor Boroff states truly, "are viewed by more serious students as fatuous and irrelevant." This process of dejuvenilization has affected the nonurban as well as the urban college. But it may be more appropriate to and encouraged at

urban institutions where pressures of home, work, and community constitute a somewhat distinctive set of requirements for the asphalt campus student.

Yet, student activities still flourish in many urban institutions. They often are dissimilar to the highly stylized activities of former times, now embodied at times in romanticized fiction and accounts of "old grads." The student union, for example, has attained a reputation as a "home away from home" for many urbanized students.

It is too much to claim that maturity and freedom are to be found in greater degree on the asphalt campus. These virtues are much more subtle, elusive and complex than that. Surely there is a notable relation to them and to personality and environment, but the relationship cannot be guaranteed by any one type of institution of higher learning. Yet, it is possible to say that these virtues are found among many urban college students and that their colleges for them have provided a living context in which they have grown. In actuality each college presents its students with a congeries of advantages and limitations. Each student must make his way within the requirements of the existential situation, utilizing his strengths to match the opportunities presented by the college.

(Excerpted from "The Intercollegian," September, 1963 issue which is published by the National Student Councils of the YMCA and YWCA.)





## Free University

# An Academic Antidote for Hemlock

by Greg Mousseyan

Greg Mousseyan is director of educational affairs for the U.S. National Students Association.

The free university defies clear definition. This is the way it should be, because it is a reaction and contrast to the definition-plagued, standardized and inflexible education provided by so many colleges and universities today.

Diversity among free universities is a result also of the fact that each one reflects its own parent institution; and an expression of the educational expectations peculiar to students at that campus. Some are but two or three student-initiated courses to supplement the curriculum or to satisfy the interests of a select group of students. Others involve hundreds of students from a campus with dozens of courses, in which improved teaching techniques are refined and where some students gain credits toward their academic degrees. Still others, usually located in cities, are not affiliated with colleges or universities, but operate as an intellectual meeting place for people whose main interest is in community action projects serving other people.

The general idea of a free university is that it is a student-initiated, student-run program composed of groups of students and faculty members who meet voluntarily to study and exchange ideas of concern and relevance to themselves. The topics that are focused upon usually have one or more of three basic characteristics. One is the study of issues which aren't included in college curricula because they are somewhat too controversial.

Another is the investigation of issues which cross traditional academic boundaries, for example, communications in a mass society, or the nature of war and peace. The third, and most flexible, encompasses concerns which are primarily personal in value,

including the development and assessment of individual identity. It should not be forgotten that a number of topics from standard college curricula find their way into free universities and are studied from unique perspectives or through novel approaches. The sustaining energy in free universities is the students' (and faculty members') own desire to learn (and teach) among people whose interests are similar.

Conventional incentives and punishments like tests and grades are unnecessary in such programs. It is the joy and urgency of learning that forms the basis for vitality in free university education.

The existence of a free university is based on the notion that students can and should be responsible for their own education. This means that after the decision to join, they must decide how to work in the program, and help determine what they and their counterparts will study.

A crucial feature is that they permit the classical distinction between teaching and learning. A teacher is anyone who asks a stimulating question to a group, who attempts to answer such a question, or who sets for himself an intellectual task that challenges his own capacities. Likewise, a learner is anyone who is receptive to questions and challenges, and values the experience of group or individual inquiry. So it is that many free university courses focus considerable attention on HOW learning occurs, what it means to be educated, as well as on the specific subject of the course.

Creating such a learning situation and being in it are part of the education provided. Its establishment requires thoughtful consideration of the weaknesses of traditional higher education, individual barriers to learning for each person, and what alternatives will best improve the quality of learning and living in an academic environment. Consistent with the renunciation of com-

pulsion in education, participants themselves decide the time, frequency, place, responsibilities, subjects, approaches, resource materials and people that make up curriculum. Although learning is student-centered and organization in non-hierarchical, such programs often include faculty members who participate as guest lecturers, discussion leaders, or simply as equals in a setting where they too can learn. Often that free universities include study of social organization, roles, rules, rights which are tested and practiced in actual operation.

Free universities are not simply different; they are different with a purpose. They are experiments. Teaching techniques, learning resources and structure of organization are frequently tampered with until the most comfortable and useful forms are found. Only people are not tampered with, in contrast to conventional education practice. A number of vague areas can be cited as the locus for different free university experiments. The subjects of many courses are problem-oriented, they focus on finding solutions or determining appropriate action by bringing the tools of many standard disciplines to bear on an issue. . . Perhaps a course in which participants each contribute study and recommendations to the various social, economic, political, and technical aspects of bringing the world's food supply and population into balance.

Another area of experiment is in the approach to classroom activity. Invariably a majority of free university courses are seminars and other forms of learning, which require participation. In some cases, the first few meetings of a group prepare the whole syllabus for the rest of the course, and thereby gain an understanding of what the general outlines of an issue or problem are, and what definitions must be agreed upon. Even the simple procedure of having peo-



Photo by Brechner

ple sit in a circle, for lectures as well as discussion, can aid in communication and reward in greater learning.

A third area in which free universities experiment includes any of the various ways to define the results of learning. Other courses have focus on group participation in community action projects, the organization and operation of which require prior study, understanding provided also by free university courses. Still other studies culminate in recommendations for academic and social changes within the parent college.

All is not peaceful and utopian in free universities. There are basic problems in establishing

and operating them, and these can be quite accurately predicted from the histories of such programs now in existence. The most important is establishing a comfortable balance between the autonomy of a course and the whole program; and between the autonomy of an individual participant and the others he must deal with. Some people advocate no compulsions or controls, from the view that to do otherwise is to mimic one of the most severe weaknesses of the parent institution. Others argue that free universities provide basically cooperative learning, and that this requires commitments among participants and groups to observe some restrictions to carry out the program.

Another opinion is that they should be free market for learning, making it necessary for subjects, group meetings, preparation and evaluation to be free of restraints so that only the participants desire to learn and perseverance will determine the success of the free university. Regardless of the merits of each the most successful programs have at least some coordination to expedite logistical problems, but not to control course content or administer conventional scholastic requirements.

The most significant external problem faced by free universities is the nature and extent of relationships with the parent college and other student organizations.

It is incumbent upon the organizers of free universities to strike a balance between independence and experimentation on the one hand, and an ability to communicate through the operation of the program to the faculty, students, and administrators on the parent campus. In short, the peculiar goal of free universities is to help change the educational environment from which it develops to the point where it is no longer needed.

Until that time, free universities are seriously needed and deserve support from students and faculty members, and strict attention from college administrations.

## Experimenting Within The System

by Judy Freeman

CONCEPTS HAVE a difficult time sustaining themselves. Most considerations of concept usually dissolve into arguments of form. Then every one self-consciously chooses sides and defines, decides and organizes everything down to mutual satisfaction until the poor concept, woe unto its existence, has been beaten into some "definite," "recognizable," and "acceptable," form.

At GW there is a particular tendency to think that the mere existence of an appropriate organization will fulfill the function of its conception. We need to welcome freshmen, so we have Old Men and Big Sis. We want to have a social life, so we support fraternities and sororities. The result is a strong tradition of campus apathy.

This approach doesn't work and we indulge in the vague feeling that we have been disappointed in having a full university experience, that something is missing, and that we don't know what it is. This sounds like the classic complaint of the suburban housewife who is probably suffering from the same deficiency that we are. "What it is" is very simple. We kill all our concepts. A concept is expansive by nature -- it is uncontained -- and once formalized and limited it soon dies.

The concept to worry about now is the idea of the free university. The reason to worry about it is that, since it concerns the value and purpose of education in its broadest sense, it is important; since it could serve as an intellectual focus for the changing university, it is needed; and, from the tone and direction of its first meeting, it is in danger.

This is not to say that the meeting was bad. The participants seemed positively impressed, the points presented by the faculty were informative and well considered, and every one seemed involved and interested. The problem does not seem to be as much in motivation as in vision. Everyone seemed more concerned with the rules than the game.

The biggest problem, at least, was about a rule. There is a rule on the books that all University recognized organizations are to be limited to University members. Most of the students at the meeting felt that this was an unfair discrimination and that a free university should be totally free.

It seems important that the free university stay within the University system. Both sides of this debate are arguing for the same point. To refuse administration involvement and people who are not part of the University reflects the same thing -- fear of outsiders. If a rule becomes oppressive, one should try to change it.

It is cheap to walk away. Conflict can be created by avoiding the issue.

The free university will not be free because it is unchallenged and outside of the system. It will be free if it fosters access to a total educational experience. Education should and can be multi-dimensional. GW students generally go through a training program rather than become educated. Training is necessary, but it needs to be leavened. If the attendance at the meeting is any evidence, many GW students are hungry.

We need a place to develop and express all the little individual idiosyncrasies and directions that make education a personally valid and involving experience. The free university could do that. The idea of the free university includes the ideas of the value of education, of the learning process and of personal growth. Small ideas grow into larger ones, which split again into new clusters, and learning begins to have life. And the free university, too, would have more significance when put against the tightly structured academic training of GW. There seems to be no reason to flatten the experience on either end. The point is that GW needs a free university, and the free university can benefit from being within the system. That seems a good beginning and the rest is just gamesmanship.



# Student Deferments and the Original Sin

by Bill Herman, '68

IT IS A FAIRLY universally accepted tenet that war in the abstract is the most indefensibly immoral creation of the mind of man. It is, therefore, unfortunate that war is never encountered in the abstract and can only be considered from this vantage point during times of peace. In the periods following war men seem to be primarily interested in simple rejoicing over the end of their self-induced slaughter. Once this stage subsides the totality of civilized effort turns to the requisite rebuilding of an efficiently functioning society without the economic reality of war. The ideal time for us to head off a war, then, would seem to be just as its reality becomes an impending threat.

Being forced into the necessity of a philosophical schizophrenia in which we must be idealistic enough to look forward to times in which war will no longer exist and to try to bring this about, but realistic enough to deal with the imposing reality of war, we find ourselves with the unenviable task of finding some method (one both efficient and equitable) to muster the necessary manpower for such wars. For the past century the method of selection in the United States has been conscription. Concomitant with our present system has been a corresponding one of deferments for those who logically and/or morally should not be sent to fight. There has been relatively little objection to the draft-deferred status of such categories of extreme mental or physical disability. There has been, especially recently, a substantial amount of debate over the deferment of students. This is now coming to a climax as the present draft law runs out its last few weeks.

With the somewhat muffled mention of a possibility of the enactment of a lottery system in the immediate future, it is time that we examine the consequences of both the renewal of the old system and the establishment of a lottery.

It should be realized that under the present system, all males of 18 and over are automatically classified I-A, or draft eligible. Upon subsequent examination of the circumstances of the individual by his local draft board, he may be deferred. He has, however, no legal right to such deferment; it is a gift of sorts. We are all born to an eligible status of I-A... it is the original sin of the draft system.

A little reflection will reveal that this regrettable circumstance is necessary under the present system. When the draft requirement is high, local boards must begin to call those who least meet the qualifications of their respective deferments in order to fill the quota. The legally binding exemption would then inhibit the ability of the boards to fill their quotas, and would doubtless result in endless action in the courts. This would, in essence, replace the draft boards with the judiciary and result in an imbalance of power. The distribution of deferments

has, then, been necessarily delegated to the local boards.

The resulting situation has been an inequitable system of deferments in which mandatory military service can be the result of geographical phenomena. This is most painfully evident in the case of the smaller boards who have a limited number of potential draftees, most or all of whom are caught up in the draft, while those who are registered with large boards, particularly in densely populated urban areas, may run little risk. Without pursuing the subject too far it is fairly easy to see that draft and deferment standards are applied, and in some cases must be applied very differently by different boards.

The present system of draft and deferment is also liable to the charge that student deferments are prejudicial against those who are financially unable to attend college. This is generally an unpopular view among

college students, but a moment's thought will reveal that one could hardly expect otherwise. It is, nevertheless, a very real situation to those whose draft status is involved.

The claim that student deferments are an attempt to preserve our natural resource of highly intelligent future citizens is caught up in the paradoxical implications of the fact that we make no arrangements for these gifted individuals after they have been educated so that they may fill their constructive roles in society. In fact, we go so far as to extend their draft liability nine years if they have ever had the aforementioned deferments.

Those who do not attend college spend eight years, from the time they are registered until age 26, wondering and worrying about the induction which may be in the mail tomorrow. Those who spend time on the campus remain in an uncertain state of limbo until age 35, and in addition find them-

selves in the higher age category in which they are almost certain to be called after they graduate.

It would seem to be a much more emotionally tenable situation to run the risk of military service for one year with one's name in a lottery than to sweat it out for such prolonged periods. The proposed lottery also has the desirable effect that college graduates would run no more risk than the heretofore relatively untouched lower age groups. Similarly, a lottery would entirely eliminate the geographically and economically variant nature of the current situation.

It is certainly true that some members of the so-called "safe" geographical and economic groups would suffer a bit from such a change, but it can hardly be contested that this type of system would be far more equitable on a larger scale. Perhaps man may yet escape the yoke of original sin levied upon him by the draft boards of American antiquity.

## Seeking a Compromise

# Conscription With Personal Freedom

by Mel Wahlberg, '67

IT IS THE INTENT of this writer to defend educational draft deferments, but not without reservation.

In discussing something obscured behind a screen of faulty dilemmas and non sequiturs. Opinions often differ as to what the actual issues are, and clarification of issues is frequently tantamount to expression of conviction. Such is the case in this expression of my viewpoint.

Is educational deferment the real issue? It is probably more relevant to ask, "Should some males be given a greater chance than others to avoid the draft entirely?"

While the answer to this question should be in the negative, I contend that educational deferments are not mutually exclusive with the concept of a com-

pletely equitable selective service law. Provided that all males spend equal periods of draft vulnerability, deferments are not unjust. This implies the elimination of local boards and establishment of a national criterion for providing deferments.

The importance of brain power to this nation cannot be overestimated. Care must be taken not to dilute or misuse it. It is therefore essential that military conscription not hinder anyone from being educated to the maximum of his ability, and his desire.

Too, in weighing the value of educational deferments, one other important factor cannot be overlooked. Each male must be given maximum freedom in determining his future, thus minimum interference from the draft. The selective service law must impose as few rules as possible on those affected by it. The law could state simply that there is going

to be a national lottery for the draft, and that sometime between his 18th and 26th birthdays, each male citizen must spend one year of draft eligibility. The individual should determine for himself when he wants to spend his year of vulnerability. Such a system would give each person a maximum role in determining his future. Each male citizen at age 18 could plan his life for the next seven years, including job, education, and a year in the draft pool.

Analyzing this problem more, it becomes increasingly clear, that deferment is not a valid issue. The conflict arises when we desire a completely equitable draft law and at the same time desire maximum self-determination for all citizens. Despite all appearances two factors are not incompatible and if a proper balance between the two is found, we will have, perhaps for the first time, a satisfactory draft law.

THURSDAY  
RAFT DEBATE

FRIDAY  
BEGINNING  
TGIF

FRIDAY NIGHT  
DIVERSION  
"CHIFFONS," Danny Ruslander

# SPRING WEEKEND

# A HAPPENING

# MAY 4-7

SATURDAY  
TRIP  
CRUISE

SUNDAY  
CLIMAX  
CARNIVAL